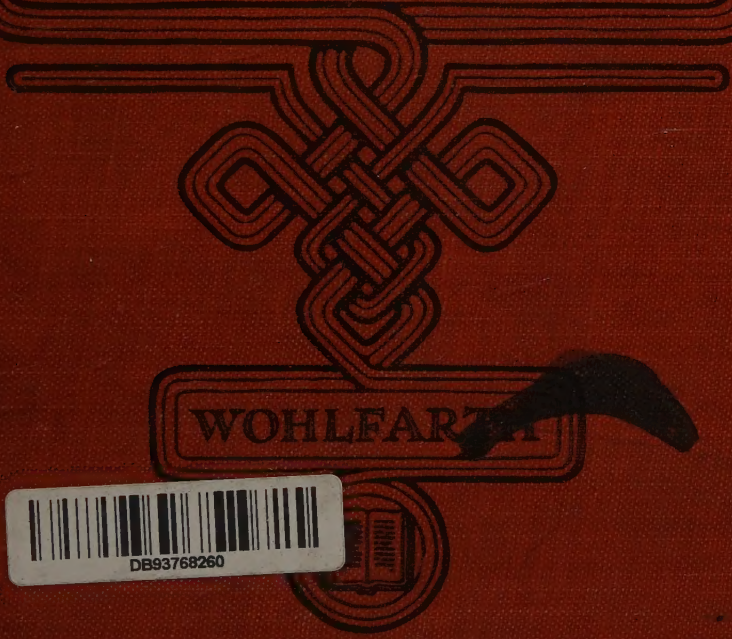
SELF-HELP ENGLISH LESSONS

BOOK ONE



DB93768260

Joe Halthall III

Self-Help English Lessons

Book One

By Julia Helen Wohlfarth

Formerly Principal of Horace Mann Elementary School
Teachers College, Columbia University
Joint Author of "New-World Speller" and
"Everyday Words"

Illustrated by
Frederick Richardson

Yonkers-on-Hudson, New York
World Book Company
1927

WORLD BOOK COMPANY

THE HOUSE OF APPLIED KNOWLEDGE

Established, 1905, by Caspar W. Hodgson

YONKERS-ON-HUDSON, NEW YORK
2126 PRAIRIE AVENUE, CHICAGO

The outstanding demand of the present era upon the schools is that educational processes be socialized as the most direct means of cultivating a spirit of genuine democracy. Since language is the fundamental social activity, the teaching of English must play an important rôle in realizing the ideal set before the schools. The books of the *Self-Help English Lessons* series represent the response of publishers and authors to the challenge of the times. While in no degree curtailing individual development, they seek to teach language in such a way that its social significance will be more or less consciously realized from the outset, and its relation to good citizenship will become thoroughly established in the higher grades

WSHEL: 5 BK. ED.: I–2

Copyright 1921, 1925, by World Book Company
Copyright in Great Britain
All rights reserved

PRINTED IN U.S.A.

FOREWORD

THE title "Self-Help English Lessons" clearly sets forth the general purpose of the series of textbooks of which this is a unit. The books aim to teach children not only to use the English language correctly and effectively, and to enjoy it with constantly growing appreciation, but also to become independent and self-reliant in their efforts to reach the goal.

In pursuance of these aims, the books are, as far as is possible, self-teaching. While this quality by no means eliminates the teacher, the books, instead of being tools in her hands, become her allies.

This book occasionally calls for unstudied dictation exercises, and a few other lessons requiring the use of matter that the pupils should not see in advance. In order that this matter may be conveniently at hand, a "Teacher's Supplement" containing it all will be given free of charge to all teachers whose pupils use this book. The supplement is small, and may be pasted into the desk copy of the language book.

Although the five books of the "Self-Help English Lessons" series are self-teaching, the book for teachers entitled "Self-Help Methods of Teaching English" will prove invaluable to experienced and inexperienced teachers alike. The advent of projects, the emphasis now placed on oral composition, and the necessity for training in self-help methods of study have introduced new and perplexing problems that tax the resources of the strongest teacher. "Self-Help Methods of Teaching Eng-

lish" gives a wealth of practical suggestions for dealing with these and other types of English problems.

Special acknowledgment for invaluable assistance is made to the following teachers: Miss Lillian E. Rogers, Principal of the Friends' West Philadelphia School; Miss Katherine Morse of the New York Training School for Teachers; Dr. Frank M. McMurry, Professor of Elementary Education at Teachers College, Columbia University; and Dr. John J. Mahoney, Professor of Education, Boston University, and Director of Extension Courses for Harvard Graduate School of Education and Boston University.

Grateful acknowledgment is made to the following publishers for permission to use copyright matter: The Century Company for a poem by Mary Mapes Dodge, and *The Independent* for a poem by Alice May Douglas. The selections from the works of Henry W. Longfellow and of Frank Dempster Sherman are used by permission of, and by special arrangement with, Houghton Mifflin Company, the authorized publishers.

CONTENTS

Book One

SECTION		PAGE
1.	Two Ways of Telling a Story	3
2.	Telling Vacation Stories	6
3.	Hints for Story-Tellers and Listeners	7
4.	Making Clear Word Pictures	8
5.	Studying Stories about Pets	10
6.	Telling Pet Stories	11
7.	Telling a Class Story	12
8.	Daily Drill Exercises — Pronouncing Words Correctly	13
9.	A Language Game — On the Road to London	15
10.	Studying Question Sentences	16
11.	Asking and Answering Questions	19
12.	Telling Stories from Pictures	19
13.	Telling Animal Stories	20
14.	Study of a Story — The Giant and the Sheep	20
15.	Getting Ready to Play the Story	23
16.	Playing the Story	23
17.	Daily Drill Exercise — Pronouncing Words Correctly	24
18.	Copying Sentences	25
19.	Correcting the Sentences	27
20.	Copying Sentences	27
21.	Copying Lesson	28
22.	Writing the Names of Persons	28
23.	Telling "Good-Times" Stories	29
24.	Study of a Poem — Who Loves the Trees Best?	30
25.	Daily Drill Exercise — Correct Use of *Is* and *Are*	32
26.	Copying Sentences	33
27.	Two Ways of Arranging Sentences	34
28.	Copying a Paragraph	36
29.	Autumn Changes	37
30.	Making and Guessing Riddles	38
31.	Copying a Paragraph	38
32.	Study of a Poem — Autumn	39
33.	Daily Drill Exercise — Pronouncing Words Correctly	40
34.	Spelling Review	41
35.	Study of a Poem — Autumn Leaves	42

SECTION		PAGE
36.	Copying Lesson	43
37.	Study of a Story — The Camel and the Goat	43
38.	Playing the Story	45
39.	Daily Drill Exercise — Correct Use of *Was* and *Were*	46
40.	Story-Telling Week	47
41.	Copying a Note	52
42.	Dictation Lesson	52
43.	Writing the Names of the Days of the Week	52
44.	Daily Drill Exercise — Pronouncing Words Correctly	53
45.	Playing Santa Claus	55
46.	Being a Real Santa Claus	56
47.	Conversation Lesson — Poem, "Which Loved Best?"	57
48.	Conversation Lesson — Helping at Home	58
49.	Improving Stories	60
50.	Telling Helping Stories	60
51.	Dictation Lesson	61
52.	Daily Drill Exercise — Correct Use of *Isn't*, etc.	61
53.	A Language Game — Colors	64
54.	Following Directions	65
55.	A Language Game — Following Directions	67
56.	Dictation Lesson	68
57.	A Story to Learn — The Boy and the Nuts	68
58.	Study of a Poem — Hiawatha's Childhood	69
59.	Writing a Class Story	70
60.	Daily Drill Exercise — Correct Use of *Teach* and *Learn*	71
61.	Conversation Lesson — Birds in Winter	72
62.	Conversation Lesson — Bird Friends	72
63.	Dictation Lesson	74
64.	Writing Notes	74
65.	Telling Secrets	75
66.	Daily Drill Exercise — Pronouncing Words Correctly	75
67.	Fables to Learn	76
68.	Study of a Poem — Sympathy	77
69.	Describing Clearly	78
70.	Describing Toys	80
71.	Telling Stories from a Picture	80
72.	Writing Riddles	80
73.	Guessing the Riddles	81
74.	A Language Game — Have You Seen My Lamb?	82

SECTION		PAGE
75.	Spelling Review	82
76.	Dictionary Lesson	83
77.	Conversation Lesson — Politeness	84
78.	Conversation Lesson — Helping at School	85
79.	Daily Drill Exercise — Correct Use of *Saw* and *Seen*	86
80.	Language Game — On the Road to London	87
81.	Writing the Names of Places	88
82.	Telling Stories from a Picture	90
83.	Fables to Learn	90
84.	Dictionary Lesson	91
85.	Writing Stories from Pictures	91
86.	Criticizing the Picture Stories	92
87.	Daily Drill Exercise — Correct Use of *Did* and *Done*	92
88.	A Language Game — Who Did It?	94
89.	Copying Lesson	95
90.	Following Directions — Making Pinwheels	96
91.	What Language Has to Do with Number Work	97
92.	What Language Has to Do with Other Subjects	98
93.	Telling Stories from Pictures	98
94.	Daily Drill Exercise — Correct Use of *Ran* and *Run*	99
95.	Study of a Poem — The Raindrops' Ride	100
96.	Writing a Story	101
97.	Copying and Dictation	101
98.	Dictation Lesson	102
99.	Conversation Lesson — Our Country	102
100.	Daily Drill Exercise — Correct Use of *Come* and *Came*	103
101.	Copying Lesson	104
102.	Telling Secrets	104
103.	Stories to Learn	104
104.	Study of a Story — The King and the Bee	106
105.	Playing the Story	108
106.	Spelling Review	108
107.	Telling a Class Story	108
108.	Writing Stories	110
109.	Correcting the Stories	110
110.	Daily Drill Exercise — Correct Use of *Went* and *Gone*	110
111.	Study of a Poem — Springtime	111
112.	Copying Lesson	112
113.	Answering an Invitation	113

SECTION		PAGE
114.	Telling Stories about Bees	113
115.	Writing a Good-by Letter	113
116.	Some Questions to Answer	114
	Summary of Rules Learned	115
	Books for Summer Reading	116
	America	117
	Index	119

BOOK ONE

A MESSAGE TO THE GIRLS AND BOYS

THE long summer vacation is over, and here you are at school again. Are you glad to be in a higher grade? Many of you are in a new room and have a new teacher, and all of you have many new things to think about and to do.

And, of course, you all have new books. Here is one for you. It contains many pictures and stories, but it is not a reader. It is not a speller, and it is not a nature-study book. What is it? If you will read the first lesson in class with your teacher, you will find the answer to the riddle, and you will also discover what good times are ahead for you.

Did you ever play so hard that the play seemed like work? This book will help you to find out how very much like play some work can be. The author hopes that you will enjoy using the book as much as she has enjoyed writing it for you. May the new school year be full of happy days!

1. TWO WAYS OF TELLING A STORY

The Picture Way

Look at the picture on the opposite page. The artist had a jolly picnic story in mind, and he drew the picture so that you might enjoy the story, too. Does the picture tell a good story?

The Language Way

Another way to tell the story is by using words. This is the language way.

Stop, Thief!

When the Wilson children took Scamp to May's birthday picnic, they knew that something exciting would happen before the day was over. They were not mistaken.

The morning passed merrily away. Just before noon Scamp lay down in the shade. May was swinging, and swinging made Scamp dizzy. He had tried it once. The rest of the children were wading in the brook, and he was tired of splashing water over them. There was nothing in sight to chase, for squirrels do not attend picnics to which dogs are invited. Scamp knew that the time had come to start a new game. He looked slyly around.

In a cool, shady spot stood the lunch basket. Scamp spied it at once. He thought of the sandwiches and cakes and big red apples he had seen Mrs. Wilson crowd into it. His large brown eyes twinkled with mischief.

A moment later May heard a queer noise and turned around.

"Hurry! Hurry!" she cried at the top of her voice. "Scamp is running off with the lunch!"

No second alarm was needed. Four pairs of dripping legs started after the dog, and four merry voices shouted, "Stop, thief! Stop, thief!"

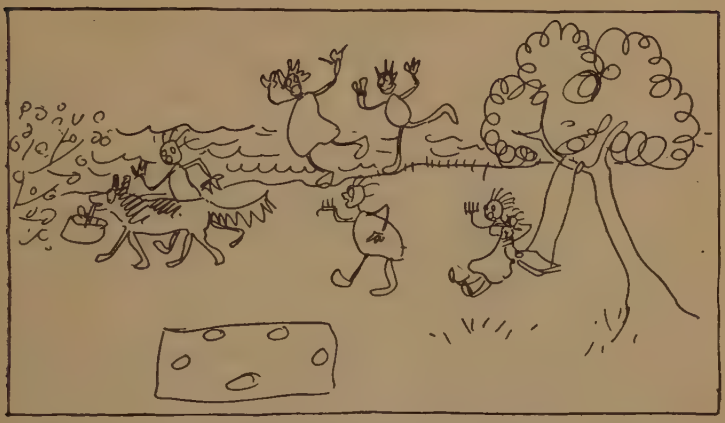
The race was on, and Scamp was as happy as the children. Near the bushes Frank caught him by the collar. Of course Scamp intended from the first to be caught. He set the basket on the ground and wagged his tail as if to say, "It was all fun. I wouldn't cheat you out of your lunch for the biggest piece of cake in the basket."

"Of course not, old fellow," said Frank, who understood every wag of Scamp's bushy tail. "You thought it was time for lunch, didn't you?"

"Bow-wow-wow!" answered Scamp. Then he picked up the basket and trotted back, well satisfied with his frolic, and sure that he would have his share of the good things he was carrying.

The story-teller used the language way. She wished to tell the same story told by the artist, but instead of *drawing pictures*, she used words, or *made word pictures*. As you were reading the story, or as your teacher read it to you, did the word pictures make you see other pictures in your mind?

The artist did not always make pictures like the one on page 2. When he was a little boy, he would have told the same story as in the picture at the top of the next page. Do you sometimes tell stories in this way?



And when the story-teller was a little girl, she might have told the story in the following way:

One day the Wilson children had a picnic in the woods. They took their dog Scamp with them. When Scamp was tired of wading, he ran off with the lunch. He did it just for fun. Frank caught him, and Scamp took back the basket. Their lunch must have tasted good after the race.

But the artist and the story-teller were not long satisfied with these pictures. Year after year they learned to make better ones.

And now you too are to learn to tell what you are thinking about, in a better way than you have done before. This book will not teach you to use the picture way of telling things, but it will teach you to use the language way so well that the persons to whom you speak will see pictures in their minds. You will learn

to choose the best words and to put them together in such a way that they will show exactly what your thought is.

As you have never before used a language book, you will not be expected to study alone at first. Your teacher will study with you. You will read the lessons together, you will talk them over in class, you will ask and answer questions, and you will learn to wear your thinking caps while you are doing these things. In this way, little by little, you will become able to help yourself in learning our fine old English language.

Do you now see why you are to use this book, and why it is called "Self-Help English Lessons"?

2. TELLING VACATION STORIES

Should you like to hear about the good times your classmates had during the long vacation? For the next lesson or two you may tell vacation stories.

Do not try to tell everything about your vacation. Think over all the good times you had, and choose the best one. Try to make your story interesting, and make it short.

Here is a boy's story to start off with:

One hot summer day I wanted to go swimming. Mother would not let me go, but she told Betty and me to put on our bathing suits. Then she turned the hose on us. We screamed and danced like wild Indians. Mother enjoyed the fun as much as we did.

When the children's stories have all been told, perhaps your teacher will tell you about a good time she had during her vacation.

3. HINTS FOR STORY-TELLERS AND LISTENERS

During a story-telling period, each of you will be busy all the time. What shall you be doing when you are not talking?

Do you like to see the person who is telling you a story? Do you like to hear every word that is said?

This lesson gives some hints to both the story-teller and the listener. Talk these hints over with your teacher, and try to find at least one good reason for each one.

Things for the story-teller to remember:

1. Have an interesting story to tell.
2. Stand where all can see you.
3. Speak so that all can hear.

Things for the listener to remember:

1. Look at the story-teller all the time.
2. Listen very carefully.
3. Have a good time! The story is being told for you.

When you have given a good reason for each of these hints, perhaps one of you will enjoy telling another vacation story. Did the story-teller and the listeners all remember the hints?

4. MAKING CLEAR WORD PICTURES

In what way is the second of these pictures different from the first? Which picture tells the story more clearly? Why would an artist not join the parts of his picture with lines? Which picture do you like the better?

Sometimes children spoil their word pictures by

joining the parts. Here are two stories in which nearly the same words are used. Read both stories aloud.

Hero was the smallest puppy I ever saw and father brought him home in his coat pocket and nothing showed but Hero's funny little nose and now he is a big watchdog and keeps off tramps and takes care of us at night.

Hero was the smallest puppy I ever saw. Father brought him home in his coat pocket. Nothing showed but Hero's funny little nose. Now he is a big watchdog. He keeps off tramps and takes care of us at night.

Look at the second story carefully. What is the first thing it tells about Hero? These words form a sentence because they tell something about Hero very clearly. What is the second sentence? What is the third? How many sentences are there in all?

How many thoughts does the last sentence give you? What are they? We often express two thoughts in one sentence, but the trouble with the first story is that all the thoughts about Hero are told in one very long sentence. What word joins the parts of this long sentence?

You have already learned some things about sentences. With what kind of letter does each sentence begin? What mark is used at the end of every telling sentence? The capital letter and the period are used to help the reader. They show where each sentence begins and ends, and so make it easier for the reader to get the thought.

When the second story was read, did the reader's voice show where each sentence ended? If you did not notice, the story may be read again. The voice should show when the end of a sentence is reached. This helps the listener, just as the period helps the reader.

If you form the habit of telling your stories in short sentences, you will soon be able to make very clear word pictures. For the present you may try to do three things:

1. Choose an interesting story to tell.
2. Tell it in short sentences.
3. Let your voice show where each sentence ends.

5. STUDYING STORIES ABOUT PETS

For your next lesson you may tell stories about one of your pets. If you have no pet, you may tell what one you should like to have and why.

The first thing to do is to decide what you will tell about your pet. Shall you try to tell all about it, or shall you choose one interesting thing? The following stories may help you to decide which is the better way. They were told about the same canary.

We have a pet canary at home. He is bright yellow. He eats bird seed and drinks water. Sometimes he takes a bath. Our canary sings very sweetly.

My pet canary likes ice cream. Every Sunday I take him a spoonful after dinner. He chirps when he sees me

coming with it. One Sunday he pecked at the ice cream ninety-nine times. I tried to make him do it once more, but he wouldn't.

In what ways are both stories good? Which story might be told about almost any canary? Which story is the more interesting? Why?

Try to make your pet story like the more interesting canary story. If your pet can do a trick, or if he has ever done some unusual thing, that will make a good story.

One child may tell a pet story today. The teacher will write it on the blackboard. If it is not told in short, clear sentences, the class may help. Read the story and see if you can make it still better.

Take plenty of time to think about the story you are to tell for your next lesson. When you have decided what to tell about your pet, think what you wish to say first. Put this thought into the first sentence. Put the thought that should come next into a second sentence, and so on. Perhaps you will enjoy telling your story at home before you tell it at school.

6. TELLING PET STORIES

Today you will tell the pet stories. Remember to stand where all can see you and to speak so that all can hear.

When the stories have been told, you may choose the best ones. Think of these things when choosing:

1. Was the story interesting?
2. Was it told in short, clear sentences?
3. Did the story-teller's voice help the listeners?

If there is not time for all the stories today, you may take another period for them.

7. TELLING A CLASS STORY

The following story was told at school by a boy of about your age:

Last Saturday I went to the circus. I saw lions, bears, monkeys, and even a pig. The clown was very funny. I saw a dog pushing a doll carriage. I saw a dozen other things.

Talk over this story in class. Be sure to say just what you think about it, no matter what others may say.

In what respect is the story well told? Is it interesting or not, and why? Did the boy try to tell all about the circus, or did he choose one interesting thing to tell about? Explain how a child might tell this story without going to the circus at all. Does the last sentence help you to see the "dozen other things"?

What interesting thing is mentioned that would make a good story? For the remainder of the period you may tell a make-believe story about a dog pushing a doll carriage. This will be team work. Each child will help make a good story, just as the members of a ball team help win the game.

Make the story a lively one. What was in the

carriage? Did the dog walk all the way? If he ran, what happened?

When you have decided these matters, several children may give a beginning sentence. Choose the best one for the teacher to write on the blackboard. Build the rest of the story sentence by sentence.

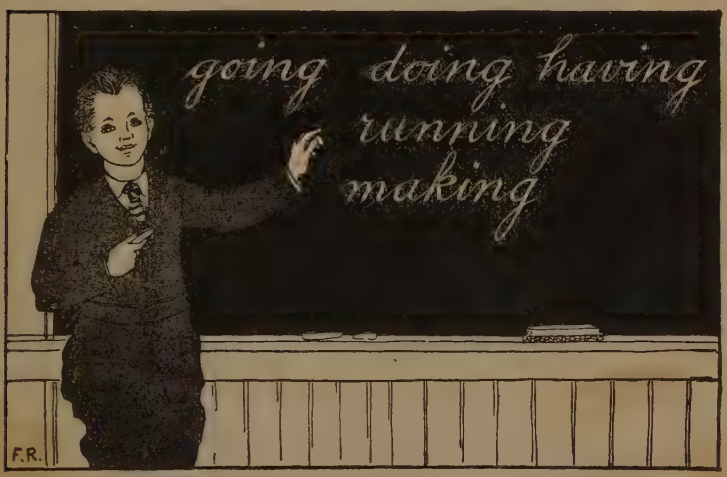
When the story is finished, read it aloud and see if it can be improved.

8. DAILY DRILL EXERCISES

Pronouncing Words Correctly

When we speak, the most important thing is to have something to say, but we must not forget how much the voice can do to help the listener.

In what way have you already been trying to make



your voice help? Another way is to pronounce your words very distinctly.

The little teacher in the picture has written on the blackboard several words that trouble many children. Pronounce the words distinctly. The listeners may tell if they hear the *ing* sound clearly.

Read also these sentences and the little story that follows them:

1. What are you doing?
2. I am making a boat.
3. Are you going to sail it?
4. The Indian is jumping into a canoe.
5. Frank is reading a story.
6. Mother is making a pie.
7. The boys are running a race.
8. Are you going to school today?
9. Playing Indian is good sport.
10. The children are singing "America."

It was the Fourth of July morning. The birds were singing and the bells were ringing. Flags were flying everywhere. Happy children were shouting and dancing for joy.

Daily Three-Minute Drills

Pronouncing *ing* words indistinctly is only one of the bad language habits that trouble some children. There are many others, and to help break these bad habits is one of the most important uses of language lessons.

A good plan is to have a three-minute drill every

day of the school year. Your teacher will select the best time for these drills. During the three minutes you will repeat correct forms so many times that you will get over the habit of using incorrect ones.

Begin with the *ing* words, using the sentences and the story in the last lesson. Keep up this drill every day until you pronounce the words distinctly without stopping to think.

If any of you have no trouble with *ing* words, do not feel that you are wasting your time. It will help others to hear you pronounce them distinctly. Be good helpers!

9. A LANGUAGE GAME

On the Road to London

"On the Road to London" is a game for the entire class. The first child says, "On the road to London I saw a ——," naming an animal. The second child, who does not know what animal will be named, immediately tells what the animal was doing, and the third child tells what then happened. The fourth child must tell the entire story.

These sentences might be given, for instance:

First child: On the road to London I saw a monkey.
Second child: He was begging for his master.
Third child: I threw him a nickel.

The fourth child then repeats the entire story.

Or

First child: On the road to London I saw a lion.
Second child: He was combing his mane.
Third child: I helped him get out the snarls.

The fourth child then repeats the entire story.

When the fourth child has told the entire story, the fifth child begins a new story. Here are the rules of the game:

The first sentence must always contain the words *I saw.*
The other sentences must be given promptly.
The child who tells the entire story must not join the sentences.

Play the game rapidly. Any child who breaks a rule must drop out of the game. At the close of the game all who dropped out must pay a forfeit. Helping each other tell a good three-sentence story will make a good forfeit, but you may decide that for yourselves.

10. STUDYING QUESTION SENTENCES

Once upon a time a boy named Jack set out to seek his fortune. He had not gone far when he met a dog.
"Where are you going, Jack?" asked the dog.
"I am going to seek my fortune," answered Jack.
"May I go with you?" asked the dog.
"Yes, indeed," replied Jack, "the more, the merrier."
So on they went, jigglety-jolt, jigglety-jolt.

What was the first thing the dog said? Did these words tell Jack something? What did they do? What other questions do you find?

Each of these questions is a sentence because it asks something very clearly. One child may take the part of Jack, and another the part of the dog. Read the words they spoke, omitting everything else.

Which one read questions? Which read telling sentences? Did the voices show the difference between the two kinds of sentences? If you did not notice, they may be read again.

How does the book show that a sentence is a question? The question mark is used only to help the reader. When you ask a question, your voice should help the listener just as the question mark helps the reader.

See how many questions you can find on pages 7 and 11. Read them and notice how the voice helps.

Here is a story told by a country boy:

My pet pig likes to play. She runs away, and I catch her by the tail. They say her eyes will come out if I pull her tail too hard. Do you believe it?

Answer the question in the story, and give a good reason for not pulling an animal's tail too hard.

Did the boy use good sentences in telling his story? How many telling sentences did he use? What mark does the book use after each telling sentence? What mark does it use after the question?

FR

11. ASKING AND ANSWERING QUESTIONS

Should you like to have an elephant for a pet? This girl's father once had charge of the animals at a Zoo. She helped him train the baby elephant.

All of you know something about elephants, but none of you know all about them. You may not know what they eat, how they are caught and tamed, what kind of work they do, and so on. Each child may ask one question about the elephant, and the others may try to answer it. Have several questions ready, because some one else may ask the one you first thought of. Ask something you should really like to know.

See how many of the questions you can answer. Use several short sentences, if necessary.

12. TELLING STORIES FROM PICTURES

On page 21 is a short story told in four pictures. Which picture is the second one of the story?

Study the pictures one at a time, and ask each other questions about them. Be sure that both questions and answers are stated in clear sentences.

When you are sure that you know exactly what story the artist wished to tell, you may tell it in words. This will be team work. Only a few sentences will be needed.

Several children may give beginning sentences. The best one may be written on the blackboard by the teacher. Finish the story sentence by sentence. The

artist has put fun into his picture; be sure to put fun into yours.

When the story is finished, read it and see if it can be improved.

For your next lesson you may tell a funny story about a monkey or some other animal. Think it out as you did the class story today. Do not try to learn your story by heart, but decide exactly what your opening sentence is to be.

13. TELLING ANIMAL STORIES

Today you will tell the animal stories. When they have all been told, choose the best one. The best one will be the one that was funniest and was told in the clearest sentences. Let the voices help in every possible way.

14. STUDY OF A STORY

The Giant and the Sheep

Once upon a time a large sheep named Curly-Horn, a middle-sized sheep named Snow-Fleece, and a baby sheep named Lambkin were strolling in a forest where a giant lived. As Lambkin was passing his house, the giant ran out and caught him.

"What luck!" cried the giant. "Now I shall have roast lamb for my supper."

"Oh, do not eat me," whined Lambkin. "My sister Snow-Fleece is coming this way soon. She is much fatter than I am. She will make you a better supper."

So the giant put him down, and he scampered home.

FR

Soon after Snow-Fleece came along the path. The giant dashed from his house and seized her.

"What a fat sheep!" he shouted. "Here's a supper fit for a king."

"Oh, do not eat me, giant," cried Snow-Fleece. "My brother Curly-Horn is much larger and fatter than I am. He will make you two suppers."

So the giant let her go, and she ran home as fast as her feet could carry her.

By and by Curly-Horn jogged slowly along, and the giant pounced upon him.

"Ho, ho!" he thundered. "This fellow was worth waiting for. What a feast I shall have!"

"But you shall not feast on me," exclaimed Curly-Horn, angrily. Then he tossed his horns, and the giant rolled over into the well. That was the end of the monster.

When Curly-Horn reached home, the three sheep danced for joy.

"I knew Snow-Fleece would get away from the giant," said Lambkin.

"And I knew Curly-Horn was a match for any giant in the land," said Snow-Fleece.

Curly-Horn looked very proud and happy, but all he said was, "Baa-a! Baa-a! Baa-a!"

Read the story aloud. What is a monster? Tell by doing something what these words mean: *strolled*, *whined*, *pounced*, *jogged*, *scampered*.

Read the story once more, omitting everything except the words spoken by the giant and the sheep. Four children may take the parts. Did the voices show how the giant and the three sheep felt?

15. GETTING READY TO PLAY THE STORY

In your next lesson you will play the story of "The Giant and the Sheep." Today you may make your plans.

How many boys and how many girls are needed? What differences in size should there be? Choose a part of the room for each place mentioned in the story.

How did Lambkin say, "Do not eat me"? Try to shout and thunder as you think the giant did if you can do it without disturbing any other class. Practice saying "Baa-a!" as Curly-Horn said it.

Show how the giant pounced upon Curly-Horn. Plan how Curly-Horn can throw the giant into the well, without being as rough as the real Curly-Horn must have been.

Choose several sets of players, or pupils may volunteer. Those who are to play the parts need not try to remember the exact words of the book. Have the story in mind, and say what would be natural under the circumstances.

Read the story aloud once more if there is time. Notice that the sheep all talked in short, clear sentences. Even the wicked giant did that!

16. PLAYING THE STORY

When the first set of children has played the story, tell what was done well. What might have been improved? The second set of players should make

use of the help given by the class. If there is time, a third group may play the story, trying to say things the other players did not think of.

17. DAILY DRILL EXERCISE

Pronouncing Words Correctly

Do you now pronounce *running*, *doing*, *making*, and other *ing* words distinctly whenever you use them? You will find a few of them in this lesson.

Words beginning with *wh* trouble some children. Notice carefully how your teacher pronounces the following words, and pronounce them after her:

which	why	whittle
white	where	whisper
what	wheel	while
when	whip	wheat

Read these sentences, pronouncing all words very distinctly:

1. What are you doing with my hat?
2. Which story do you like best?
3. Where was the giant going?
4. Our flag is red, white, and blue.
5. When shall we tell our stories?
6. To whom did you whisper?
7. My brother is whittling a boat.
8. Make hay while the sun shines.
9. I never whip my pony.

Use these words and sentences in your three-minute drills for a few days.

Since your teacher has set aside a time for these drills, you know when to be ready for them *each* day. Have your language book ready and turn promptly to the place, so that no time will be wasted.

18. COPYING SENTENCES

So far you have been trying to improve your spoken language, but you will sometimes need to write instead of talk. You will wish to write notes, and it will be a good plan sometimes to write your stories. You can then save them and see how much you improve. And as time goes on, you will find other reasons for "talking with pencil or pen."

As you probably did some writing in the lower grades, much of this lesson will be review.

Does the print cover this entire page? On how many sides are there blank spaces? These spaces are called *margins*. They form a sort of frame for the printed part of the page. Would the page look well without this frame?

A written page also must have margins if it is to look well. Talk it over in class with your teacher, and decide how wide the margins should be on the paper you use.

You might find it hard at first to think of the story you wish to tell, and at the same time remember margins, capitals, periods, question marks, and spelling. For this reason you will copy sentences for a time. When you have formed good copying habits, you will

be able to write and give most of your attention to the thoughts you wish to express.

Today you will copy these sentences:

Three sheep were taking a walk.
They were caught by a giant.
Have you heard the story?

Before copying the first sentence, study it in this way:

1. Read the sentence and be sure of its meaning.
2. Answer the following questions:
   With what kind of letter does the sentence begin?
   Does the sentence tell something or does it ask something?
   What mark is used at the end?
3. Study any words you do not know how to spell.
4. Read the entire sentence once more.

Now write the sentence without looking again at the book.

Study each of the other sentences in the same way before copying it.

Give special attention to the spelling of *they*, *were*, *heard*, and *taking*. What letter do you find in *take* that is not in *taking?* *Making*, *coming*, and *having* are formed in the same way from *make*, *come*, and *have*.

Every sentence should begin with a capital letter.
Every telling sentence should end with a period.
Every question should end with a question mark.

19. CORRECTING THE SENTENCES

Compare your sentences with those in the book, thinking of these points one at a time: *margins*, *spelling*, *capitals*, *periods*, *question marks*. Try to copy correctly the first time. If you do make a mistake, you should find it yourself. Copy once more any sentence in which a mistake was made.

Write your name below the last sentence, skipping a line. As names are not all of the same length, you may first practice placing your name.

Take a second sheet of paper, and begin near the middle of a line. If the name does not look well there, start at another point. Be sure to leave a margin at the right of the page.

When you have succeeded in placing your name so that it looks well, notice where you began. After this, always begin at the same point.

Your teacher will hang up some of the papers which are correct and have the names well placed. Look at them carefully before your next lesson.

20. COPYING SENTENCES

Copy the following sentences in class:

The baby sheep was too thin.
Snow-Fleece was larger and fatter.
Which sheep was the largest?

Turn back to Lesson 18 and read carefully the directions for studying and copying.

Notice how *too* is spelled in the first sentence. You should spell it the same way in writing *too large*, *too soft*, *too warm*. Do not let *which* catch you.

Correct your work as you did in your last lesson.

Are you trying to write very plainly? Writing plainly helps the reader, just as speaking distinctly helps the listener. Whenever you write, remember that some one will read your words. The more plainly you write, the easier it will be for the reader to get your thought.

21. COPYING LESSON

Copy these sentences, following the directions on page 26. Read these directions always before beginning to copy.

None of the sheep were killed.
They all reached their home.
Do you think they were happy?

Notice the spelling of *their* in the second sentence. It is spelled the same way in *their hats*, *their books*, *their kites*. *None* is another word that needs careful study.

Correct your papers as before.

22. WRITING THE NAMES OF PERSONS

You have already learned to write your name. What kind of letter do you use at the beginning of each part of your name?

What is the initial of your middle name? What mark should be used after an initial? The period shows that the name was not written in full. It is as much a mistake to omit the period as it would be to use a small letter for the initial.

Here is a name written in three ways:

John Greenleaf Whittier
John G. Whittier
J. G. Whittier

Write your name in full. Write it using an initial for the middle name. Write all your initials.

Write your father's name, and the names of your brothers and sisters. Copy your teacher's name from the blackboard.

Each part of a person's name should begin with a capital letter.

An initial letter used instead of a name should be followed by a period.

23. TELLING "GOOD-TIMES" STORIES

You have already told a story about the best time you had during the summer vacation. Today you may tell about the best time you ever had in your life.

Remember to do these things:

Tell an interesting story.
Tell it in short sentences.
Let your voice show where each sentence ends.

When the stories have all been told, you may choose the best one. If some one has told an interesting story, but did not tell it in clear sentences, the class may help improve the story.

24. STUDY OF A POEM

Who Loves the Trees Best?

Who loves the trees best?
"I," said the spring;
"Their leaves so beautiful
To them I bring."

Who loves the trees best?
"I," summer said;
"I give them blossoms,
White, yellow, red."

Who loves the trees best?
"I," said the fall;
"I give luscious fruits,
Bright tints to all."

Who loves the trees best?
"I love them best,"
Harsh winter answered;
"I give them rest."

ALICE MAY DOUGLAS

Listen carefully while your teacher reads the poem to you. Name the seasons. What other name do we sometimes give to *fall?* What is a *luscious* fruit?

What luscious fruits have you eaten? Name some of the autumn tints. Why is winter described as *harsh?* Is he harsh where you live? Do trees need rest as people do?

Talk over the gifts of the different seasons, and then answer the question, "Who loves the trees best?"

Read the poem. What do you like about it? Learn it by heart. This will be easy if you think of the seasons in their order and remember the gift of each. Your teacher will tell you when to be ready to recite the poem.

Are you remembering to recite now and then the poems learned in lower grades?

Copying Lesson — Seat Work

Look once more at the poem in the last lesson. Do the names of the seasons begin with capital letters? When should they begin with capitals?

Review the directions for study in Lesson 18, page 26. Then copy the following sentences, filling each blank space with the name of a season. Give special attention to the spelling of *season*, *autumn*, *vacation*, *violet*, *nutting*. Write very plainly.

1. I was born in ——.
2. —— is the season I like best.
3. The snow falls in ——.
4. The long vacation comes in ——.
5. —— is the nutting season.
6. Do you like to pick violets in ——?

25. DAILY DRILL EXERCISE

CORRECT USE OF *Is* AND *Are*

1. Spring is the season of violets.
2. Violets are my favorite flowers.

How many seasons are spoken of in the first sentence? Does the sentence use *is* or *are?* Does the second sentence mention one violet or more than one? What word is used instead of *is?*

Children sometimes use *is* when speaking of more than one person or thing. Read the following sentences. In each case tell whether *is* or *are* is used, and why.

1. My dress is torn.
2. My dresses are torn.
3. A beaver is a busy worker.
4. Beavers are busy workers.
5. Six and five are eleven.
6. What are the girls making?
7. Which story is your favorite?
8. What are your favorite stories?

The word *there* is often used with *is* and *are*. Spell *there*. Pronounce *there is* and *there are* very distinctly.

1. There is no rain left in heaven.
2. Are there any birds in last year's nest?
3. There is nothing meaner than a lie.
4. There are two pints in a quart.

Are is always used with the word *you*, whether one person or more than one is spoken to.

1. Are you going to the woods, Mary?
2. Boys, you are far too noisy.

Use the *is* and *are* sentences, and also the following groups of words, in your three-minute drills for a few days:

He is	You are	She is	We are
They are	Are you	Are they	It is

We use *is* when speaking of one person or thing.

We use *are* when speaking of more than one person or thing.

We always use *are* with the word *you*.

26. COPYING SENTENCES

Study the following sentences carefully before copying them. Use *is* or *are* wherever there is a blank space. Give two reasons for beginning *John* with a capital. Give special attention to the spelling of *making*, *two*, *there*, and *here*.

1. How many —— two and seven?
2. My pencil —— dull.
3. John and I —— making a kite.
4. There —— no leaves on the ground.
5. Where —— their hats?
6. How many inches —— there in a foot?
7. Here —— the top you lost.

27. TWO WAYS OF ARRANGING SENTENCES

Could this picture have been taken in the part of the country where you live? What season do you think it is?

Here are two sets of sentences about the picture:

1

1. The children are gathering chestnuts.
2. It is a cold autumn day.
3. The house has two chimneys.
4. Of what is the squirrel thinking?

2

Jack Frost came to town last night. He opened the chestnut burs, and down came the nuts. We are filling our pockets with them. Do you think any will be left for the squirrel?

Which set of sentences tells a story? Notice how the sentences are written. A group of sentences written in this way is called a *paragraph.* The sentences which form a paragraph always belong together. They help each other. Pronounce *paragraph* distinctly after your teacher.

Do the sentences in the first group tell a story? Perhaps you wrote story sentences in this way in the lower grades, but you are now able to write them in the grown-up way.

Look at the stories on pages 3, 20, and 43. Are they printed in paragraphs? Are the stories in your readers printed in paragraphs? Why are the sentences near the middle of page 14 printed one below the other?

For seat wŏrk you may copy the sentences of the first group. Study carefully the spelling of *autumn*, *squirrel*, and *two chimneys*. *Two* is spelled the same way in writing *two apples*, *two dollars*, *two cents*.

If you make no mistakes in copying these sentences, your teacher will know that you are ready to copy a paragraph.

28. COPYING A PARAGRAPH

Look at the Jack Frost story once more. Does the first line begin where the others do? Turn also to the stories on pages 5, 6, and 9. Does the first line of each begin in the same way?

When we stick our fingers into a rubber ball, and make a hollow place in it, we say that we *dent* the ball. When we make a hollow place in the first line of a paragraph, we say that we *indent* it.

Everything we do in writing is done to help the reader. It may be hard for you to understand how indenting helps the reader when there is only one paragraph. But when there are several paragraphs, indenting shows where a new part of the story begins. Are the paragraphs in your reader indented? You will learn more about paragraphs later.

The model on the next page shows how a written paragraph should look. Is the right margin as regular as the others? In writing, it is not always possible to make the lines end directly below each other. But there should always be a right margin, even if it is not perfectly regular.

Find a line in the model that ends with part of a word. Where is the remainder of the word? How does the book show that the word has been divided?

I shall never forget the first doll I ever had. She was a rag doll, but I thought she was beautiful. I have never loved another doll as I loved her.

Jennie E. Smith

This mark is called a *hyphen*. Pronounce *hyphen* several times after your teacher.

If the entire word had been written on the first line, it would have crowded the line and would have spoiled the margin.

A word of one syllable is never divided. If there is not room for it at the end of a line, write it on the following line. If a word of two or more syllables is divided, make the division at the *end of a syllable*.

Copy the Jack Frost story on page 35. Arrange your work as in the model.

29. AUTUMN CHANGES

What signs of autumn do you see in your part of the country? What kinds of fruits and vegetables grow near you?

Tell in a story of three or four sentences how the most common fruit is gathered. Which of the vege-

tables can be stored just as they are gathered? How can the others be kept for winter use?

If you live in a large city, tell in a short story how the fruits and vegetables are brought from the country, and how your parents get them.

30. MAKING AND GUESSING RIDDLES

You may play that you are a fruit or a vegetable, and make a riddle for your classmates to guess. Here is one:

I am one of the most useful fruits. Sometimes I am red, and sometimes I am green. I am as round as the full moon. Some people like me best in pie. I keep all winter if Jack Frost does not catch me. What am I?

The pupil who first guesses the riddle may give the next one. Talk in short, clear sentences.

31. COPYING A PARAGRAPH

Today in class you may study carefully the riddle given in the last lesson. Make sure of the spelling of *people*, *useful*, and *does*.

Why are capital letters used in writing *Jack Frost?* What word having only one letter do you find in the riddle? What kind of letter is always used in writing this word?

Do not begin to copy a sentence until you have it fully in mind.

The word *I* is always written with a capital letter.

32. STUDY OF A POEM

Autumn

"Come, little leaves," said the wind one day,
"Come over the meadows with me and play;
Put on your dresses of red and gold,
For summer is gone and the days are cold."

Dancing and whirling the little leaves went;
Winter had called them, and they were content;
Soon, fast asleep in their earthy beds,
The snow laid a coverlet over their heads.

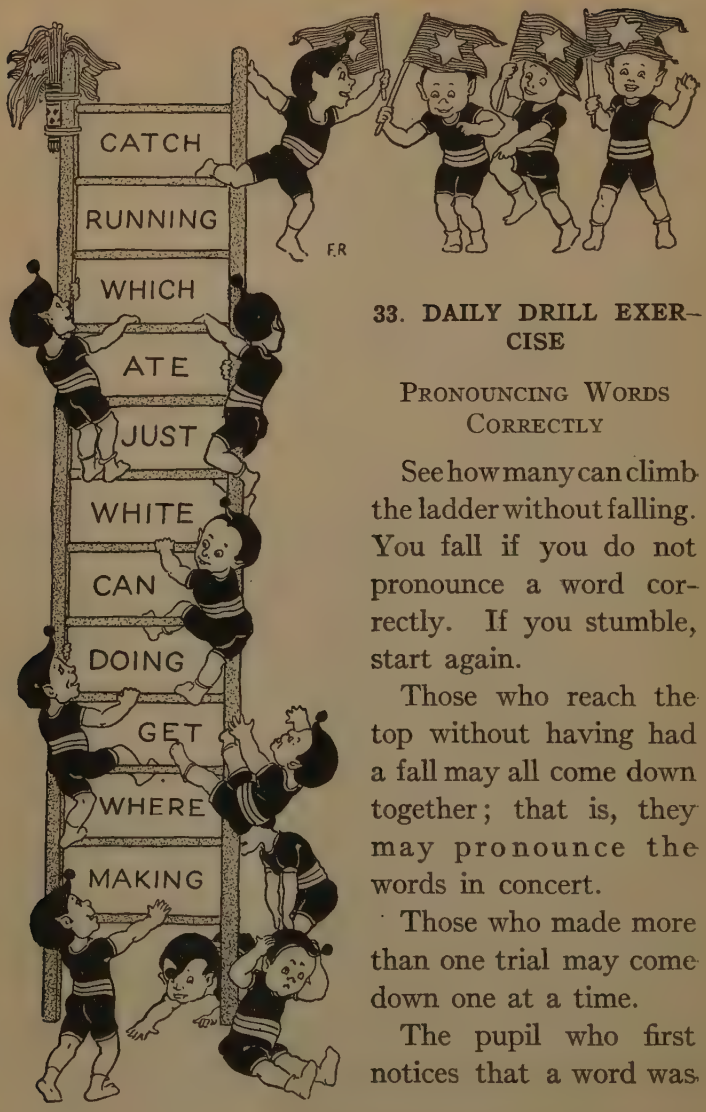
GEORGE COOPER

Try to see the pictures in the poem as your teacher reads it to you. The parts of a poem are not called paragraphs; they are called *stanzas*.

Each stanza of this poem gives a pretty picture. Where are the leaves in the first picture? Of what color are they? Why does the wind tell them to change their dresses?

What two words in the second stanza show how the leaves went with the wind? What happened when they had finished their play? What is an *earthy bed?* What is a *coverlet?*

Read the poem aloud. Be sure to speak so that every one can hear, and to pronounce the words distinctly. Try also to use your voice in as pleasant a way as possible. Did you notice how your teacher used her voice when she read the poem?



33. DAILY DRILL EXERCISE

PRONOUNCING WORDS CORRECTLY

See how many can climb the ladder without falling. You fall if you do not pronounce a word correctly. If you stumble, start again.

Those who reach the top without having had a fall may all come down together; that is, they may pronounce the words in concert.

Those who made more than one trial may come down one at a time.

The pupil who first notices that a word was

not correctly pronounced may have the next turn to climb the ladder.

Spell the words on the ladder.

Use the words on the ladder and the following sentences in your three-minute drills for a few days. Read the sentences as rapidly as you can and still pronounce the words distinctly.

1. Catch me if you can!
2. I ate an orange for breakfast.
3. It is just ten o'clock.
4. Will you please get the book?
5. I can draw pictures. Can you?
6. Do not let Jack Frost catch you.
7. It is getting very warm.
8. I have just finished my work.
9. Which can run faster, Ned or Tom?

34. SPELLING REVIEW

Review the spelling of the following words. Use each group of words, like *too large*, in a sentence. Perhaps your teacher will use a spelling period for having a spelling match on these words and others that you need to review.

coming	until	hear a noise
having	season	too large
where	useful	ate an apple
running	catch	their books
autumn	were	come here
which	taking	two cents
making	they	there are
just	none	heard music

35. STUDY OF A POEM

Autumn Leaves

Scamper, little leaves, about
In the autumn sun;
I can hear the old wind shout,
Laughing as you run.
And I haven't any doubt
That he likes the fun.

When you've run a month or so,
Very tired you'll get;
But the same old wind, I know,
Will be laughing yet
When he tucks you in your snow-
Downy coverlet.

So, run on and have your play,
Romp with all your might;
Dance across the autumn day,
While the sun is bright;
Soon you'll hear the old wind say,
"Little leaves, good night!"

FRANK DEMPSTER SHERMAN

Listen carefully while your teacher reads the poem to you. Notice how she uses her voice to help bring out the meaning.

In what way is this poem like the one in the last lesson? Who is speaking in the poem? Find as many words as you can that tell how the leaves move. Which of these words were used in the poem "Autumn"?

Which line tells you that the wind is a merry playfellow? What happens to the leaves at last? Why is *downy coverlet* a good name for the snow?

What sounds do you hear when you read the first two stanzas? What sound do you hear at the last?

Do you like these autumn poems? You may learn by heart the one you like best. Read your favorite several times. You will find that you remember some lines from the first. Your teacher will tell you when to be ready to recite the poem.

36. COPYING LESSON

Did you hear the wind shout? The leaves heard him calling them. They played until they were tired. Then the wind tucked them under the snow.

Notice how *hear* is spelled in the first sentence. It would be spelled in the same way in *hear a noise*, *hear the music*, *hear it thunder*. How many *l's* are there in *until?* Which sentence in the story asks a question?

Copy the story after studying it carefully.

37. STUDY OF A STORY

The Camel and the Goat

A camel and a goat once met on the highway and strolled along together.

"See how tall I am!" said the camel. "There is nothing so useful as being tall."

"I don't agree with you," said the goat. "There is nothing in the world like being short."

"I can prove that I am right," said the camel. "If I fail to do so, I will give you my hump."

"And if I cannot prove that it is better to be short, I will give you my horns."

"Agreed!" cried the camel.

"Agreed!" echoed the goat.

They soon came to a garden surrounded by a wall. It was too high for the goat, but the camel easily reached the fruit and had a good breakfast..

"What do you think now?" he asked, laughing in a good-natured way at the hungry goat. "Isn't it better to be tall than short?"

"That remains to be seen," answered the goat.

Just ahead was another garden with a wall too high for even the camel. But the goat spied a little door at one end of the wall. He went in and feasted on the good things he found. When he returned, he said to the camel, "Do you still think that it is better to be tall than short?"

"Perhaps it is better for you to be short and for me to be tall," replied the camel.

"That is just what I think," said the goat. "So you may keep your hump, and I will keep my horns."

Then they said "Good morning" to each other and parted.

Read the story. Tell in a few sentences what the animals agreed to do. Tell in a few sentences what happened at the first garden. What happened at the second garden? How was the dispute settled at the last?

Getting Ready to Play the Story

Tomorrow you may play the story. Talk it over in class and choose the best places for the highway and the two gardens. If the camel and the goat play their parts well, the other pupils will see the walls in their minds.

Practice saying in a boastful way, "See how tall I am!" Show how the camel laughed in a good-natured way. How did the animals say, "Agreed!"? Show how the camel may have tried to get into the second garden.

When thinking over the story before your next lesson, you need not plan to use all the words of the book. Try, however, to remember some good expressions like *isn't it better*, *do you still think*, *tall than short*, *you may keep*. Try to think of other things the animals might have said to each other. What did they say when they first met?

38. PLAYING THE STORY

If you like, two girls may play the story the first time, and then two boys may take their turn. If there is time, a boy and a girl may play the story last of all. Be sure to talk in short, clear sentences as the camel and the goat did.

Which set of players gave most pleasure to the class? Why? Which children said interesting things not in the book?

39. DAILY DRILL EXERCISE

CORRECT USE OF *Was* AND *Were*

1. The camel was taller than the goat.
2. Both animals were hungry.

How many camels are mentioned in the first sentence? Is *was* or *were* used? Does the second sentence refer to one animal or to more than one? What word is used instead of *was?*

Some children use *was* in speaking of more than one person. Read the following sentences several times:

1. Frank was feeding his canary.
2. The children were feeding the birds.
3. The plant was growing rapidly.
4. The plants were growing rapidly.
5. The fairy was waving her wand.
6. The fairies were waving their wands.
7. The kites were shaped like birds.
8. I was having a jolly time.
9. We were playing Christopher Columbus.
10. The autumn tints were beautiful.

Were is always used with *you*, even though but one person is spoken to.

1. You were a good helper, John.
2. You were good helpers, boys.
3. May, were you dreaming of fairies?
4. Girls, were you watching the sunset?

You were	Were you	Was she
I was	Were they	Were we
We were	Was he	Was I

Use the sentences and the groups of words in your three-minute drills for a few days. Read once each day the *is* and *are* sentences on page 32.

***Was* is used in speaking of one person or thing.**

***Were* is used in speaking of more than one person or thing.**

***Were* is always used with the word *you*.**

40. STORY-TELLING WEEK

If any of you take music lessons, you know how important practice is. It is just as important in learning to speak well.

For a week — five lessons — you may take all your language time for telling short, interesting stories. If you are ready the moment your name is called, there will be time for a large number of stories during the period. Perhaps during story-telling week your teacher will be able to take a little time at opening exercises for this work, so that each child may tell a story every day.

You will think out the stories at home or during a study period. Look ahead each day so that you will know what you are to do on the following day.

Remember that you are trying to tell an interesting story in short, clear sentences, and to let your voice help as much as possible. At the end of the week your

teacher will tell you how much you have improved as the result of the practice.

Would it not be pleasant to invite your principal or a special teacher to hear your stories one day? Today you may decide whom to invite, select the day, and write a note of invitation.

Here is a note written to a drawing teacher:

Dear Miss Smith,

Last Tuesday we drew pictures for our stories. They are hanging up in our room. Will you please come sometime tomorrow to see them?

Miss White's Pupils

Notice where *Dear Miss Smith* is written. Spell *dear* and *please*. What is the mark after *Miss Smith* called? The comma sets off the name from the rest of the note.

Is the paragraph which forms the note indented? *Miss White's Pupils* is written where you usually write your name. You will learn the meaning of the mark in *White's* a little later.

Decide what to say in your note of invitation. Your teacher will write it on the blackboard as you build it sentence by sentence. The entire class may copy the note, and one of the best may be sent by messenger.

THE FIRST DAY

These pictures tell the beginning and the end of a story. Tell the entire story in a few short sentences.

If you wish, each boy may imagine that he is the boy of the picture, and the girls may imagine that the boy is their brother.

The Second Day

Tell the most interesting thing you ever saw on your way home from school. Keep your eyes wide open; you may see something thrilling today. Interesting things are always happening, but we do not always see them.

The Third Day

Here is the beginning of a story. You may finish it in three or four sentences. Do not decide in a hurry what came into the house. Try to astonish your classmates.

It was a dark, stormy night. The rain came down in torrents. Suddenly we heard a loud thump on the porch. Mother opened the door, and in jumped a ——

The Fourth Day

Today you may tell the funniest thing that ever happened to you or to one of your brothers or sisters. Tell it so well that the listeners will have a merry time.

The Fifth Day

This is the last day of story-telling week. Do your very best.

Play that the postman in the picture brought the parcel for you. Tell an interesting story about a wonderful gift it contained.

Can you now tell a short, interesting story in a few clear sentences? If you can, you are doing good work. Your teacher will tell you if you improved during story-telling week.

41. COPYING A NOTE

In your study period you may copy the following note. Review the directions for study on page 26 before you begin to copy. Write plainly.

Dear Frank,

Will you come over on Friday after school? You never can guess what is going to happen. Only my pony and I know. Come and have some fun.

Jack

Give special attention to the spelling of *guess*, *dear*, and *know*.

42. DICTATION LESSON

Today your teacher will dictate the note you copied in your last lesson. She will read each sentence *once*. *Do not begin to write a sentence until you have said it to yourself*. Try to do this without moving your lips.

Open your books and correct your work. Do you think there is any excuse for making mistakes after so much study? Remember that it is the work you do *the first time* that counts in forming good habits.

43. WRITING THE NAMES OF THE DAYS OF THE WEEK

With what kind of letter does *Tuesday* begin in the note on page 48? Does it begin with a capital in the question you just answered?

With what kind of letter does *Friday* begin in the note you wrote in your last lesson? Name all the

days of the week. With what kind of letter should they all be written?

Learn to spell the names of the days of the week. Which ones are the hardest?

Sunday	Tuesday	Friday
Monday	Wednesday	Saturday
	Thursday	

The names of the days of the week begin with capital letters.

This is the fourth rule you have learned for using capital letters. The others are on pages 26, 29, and 38. Review them and write on the blackboard one sentence for each rule.

44. DAILY DRILL EXERCISE

PRONOUNCING WORDS CORRECTLY

Pronounce these words very distinctly after your teacher:

often	was	across	let	because
from	off	toward	burst	for

Should you like a ride in the aëroplane shown on the next page? You may have it if you run to the machine without falling. Go as fast as you can without stumbling. Begin where the boy is starting.

Those who do not fall may choose a leader to drive the aëroplane. Following the leader, fly around the room twice, waving arms and going on tiptoe.

FROM
WAS
OFTEN
TOWARD
ACROSS
LET ME
BURST
FOR
BECAUSE

Those who fall may try once more, but it will be too late for a ride.

Use the words and the following sentences in your three-minute drills for a few days. Why are the sentences written in a paragraph instead of singly as in the other drill exercises? Spell the words in the picture once each day.

I often do errands for mother. One day she sent me to the store. I started off on my wheel. Just across the street a tire burst. Cousin Tom came riding toward me. He let me take his wheel because mother was in a hurry.

For your next lesson you will need a piece of white or colored paper at least ten inches long and eight inches wide, and a pair of scissors if you have them.

45. PLAYING SANTA CLAUS

Christmas is coming, so today you may play Santa Claus.

Cut or tear a stocking from waste paper. Using this as a pattern, make a stocking for some member of your family or for a friend.

Write on the stocking the names of the things you would like to put into it. Pack it well, but remember that even a Christmas stocking will not hold everything.

Shall you think of the things the person who is to get the stocking would like to have? Or shall you put into it anything you happen to think of? Write the words plainly, and be sure to spell them correctly.

When the stocking is full, you may write a note to go with it. Here is one written by a little girl to her mother. Why do you think it made her mother happy?

Dear Mother,
I made this stocking for you. It is full of Christmas presents. I wish they were real.

Your loving Nellie

If the stocking is neatly made and the note is carefully written, your teacher will allow you to take them home and give them to the person for whom you made them.

46. BEING A REAL SANTA CLAUS

Should you like to be a real Santa Claus? If there is a hospital in your town, or any other place where there are sick or homeless children, it would be interesting to make a picture book for them. If there is no such place conveniently near, you might make the book for younger children in your school.

Bright pictures from the covers of magazines are good for this purpose. Perhaps some of you will bring several pictures so that you may share with children who were unable to find any pretty ones.

Mount the pictures on white or tinted paper. Why should the sheets of paper be all of the same size? Should the picture cover the entire sheet? When the pictures are mounted, your teacher will show you how to fasten them together into a book.

The note to go with the book may be team work. Shall you tell the children that you are sorry for them, or shall you write a cheery note? Think of all the pleasant things you might say. Your teacher will write the note on the blackboard as you build it sentence by sentence.

Copy the note. One that is very neatly written and has no mistakes may be sent with the book.

47. CONVERSATION LESSON—HELPING AT HOME

Which Loved Best?

"I love you, mother," said little John;
Then, forgetting his work, his cap went on,
And he was off to the garden swing,
Leaving his mother the wood to bring.

"I love you, mother," said rosy Nell;
"I love you more than tongue can tell."
Then she teased and pouted full half the day,
Till her mother rejoiced when she went to play.

"I love you, mother," said little Fan,
"Today I'll help you all I can;
How glad I am that school doesn't keep!"
So she rocked the babe till it fell asleep.

Then, stepping softly, she took the broom,
And swept the floor, and dusted the room;
Busy and happy all day was she,
Helpful and cheerful as child could be.

"I love you, mother," again they said —
Three little children going to bed;
How do you think that mother guessed
Which of them really loved her best?

JOY ALLISON

Read the poem aloud. Tell in a few short sentences what John did. Tell the story of Nell and Fan in the same way.

Whose work was getting the wood? Would it have been necessary for Fan to work the entire day if the others had helped? In what ways were John and Nell unfair to their mother and to Fan?

Answer the question in the last line of the poem.

Talk over the following lines and learn them before your next lesson:

Beautiful hands are they that do
Work that is earnest and brave and true,
Moment by moment the whole day through.

48. CONVERSATION LESSON

Helping at Home

Did you ever think of a family as a group of people who love each other and work together to make a happy home?

Talk over in class the things your parents do for you. How do these things help make a happy home? What things can children do to help their parents? How do these things help make the home happy?

What kind of work do you do at home? Think it over, and be ready to tell clearly what you do and just how you do it.

Here is a helping story written by a little girl:

I clear off the breakfast table every morning. I fold the tablecloth neatly and put it into a drawer. I brush off the crumbs. I take the soiled dishes to the kitchen. Mother washes them.

Study this story carefully. It will teach you several things that will help you in getting ready to tell your own story.

Is the story told in short, clear sentences? With what kind of letter does each sentence begin? What mark is used at the end of each sentence? Are all the words spelled correctly?

Although the writer was very careful about these matters, the story can be improved. First of all, find a sentence that has nothing to do with clearing off the table. Study the story as if that sentence had not been written.

Imagine yourself clearing off a table. What would you do first of all? Arrange the sentences in their correct order.

How many sentences begin with the same word? Does it sound well? Try to change at least one of these sentences by using a different beginning word. Does the story sound better in its new form? What have you learned today about story-telling?

49. IMPROVING STORIES

Read the following stories aloud:

I always take care of the chickens. I feed them every morning and evening. I give them fresh water three times a day. I crush shells for them now and then.

I always take care of the chickens. I feed them every morning and evening. Three times a day I give them fresh water. Now and then I crush shells for them.

Which story sounds the better as you read it? Why?

What is good about the following composition? Improve it in every way you can.

We have two window boxes in our room at school. We set out six geraniums. We watered them every other day. We sent the flowers to sick children. We washed the leaves whenever they were dusty.

So far you have been trying to tell an interesting story in clear sentences, and to let your voice help in every possible way. From now on, do these things also:

Tell facts in their right order.

Avoid beginning most of the sentences with the same word.

50. TELLING HELPING STORIES

Today you will tell the helping-at-home stories. Perhaps your teacher will allow you to clap your hands

after each story that is well told and that shows that the story-teller does some useful work at home.

51. DICTATION LESSON

Study this lesson as you would a copying lesson. In your next language period your teacher will dictate it for you to write.

Dear Mary,

Mother is teaching me to make cookies. Last Saturday she asked me to get a cup of sugar. I got salt instead. Shall I send you one of the cookies?

Your loving friend,
Emily

Why is Saturday begun with a capital letter? Give special attention to the spelling of *sugar*, *loving*, *instead*, *friend*, *dear*, and *cookies*. Learn also to spell *cooky*.

What mark is used after *Your loving friend?* It sets off these words from the name that follows. Omitting this comma would not make the note any more difficult to read, but it is the custom to use it. Do not forget it.

52. DAILY DRILL EXERCISE

A Language Drive

Did you ever hear of people having a *drive* to raise money for the Red Cross, or to get members for the Boy Scouts, or for some other important work?

Today you will begin a drive to get rid of the word *ain't*. Many children — and some grown-ups, too —

use it instead of *is not* or *isn't, are not* or *aren't,* or *am not.*

Read the following sentences rapidly several times:

1. It isn't raining hard today.
2. The book isn't interesting.
3. It isn't time to go home.
4. Our baby isn't a year old yet.
5. My pencil isn't sharp.
6. My sister isn't as tall as I am.
7. Isn't autumn a pleasant season!
8. The Eskimo isn't afraid of bears.
9. Isn't your work finished?

What word do you use instead of *is* when speaking of more than one person or thing?

1. We are not going to play ball.
2. The seeds are not up yet.
3. Perhaps they are not good.
4. Why aren't the windows open?

5. We are not going to write today.
6. The nuts aren't ripe yet.
7. You aren't as old as I am.

Use the sentences in your three-minute drills for a few days, and also the following groups of words:

I am not	She is not	We are not	They aren't
You are not	It is not	We aren't	You aren't
He is not	It isn't	They are not	He isn't

Should it happen that no children in your class use the word *ain't*, so much the better. In that case choose some wrong form that is used, and carry on the drive.

Making the Drive Successful

When we try to break up a bad language habit, such as using a wrong word, it is not enough to use the correct form in the language period. In your number lessons you have learned that seven and eight are fifteen. Of what use would this fact be to you if outside of school you said that seven and eight are fourteen? It is just the same with language lessons. We learn the correct form in the language lesson so that we may always use it, in school and out of school.

Team Work

Divide the school into two teams. Be sure that each team has a fair share of the children who do not often make the mistake you are fighting.

Keep a score on the blackboard. Each time a pupil is heard to use the word you are trying to drive out of the language, put a mark against the team of which he is a member. While the drive is going on, perhaps your teacher will allow you to correct this mistake whenever you hear it, no matter what work is being done. At the end of the week, erase the marks, give a star to the winning team, and start again.

Try to help your team in every possible way. What is the most important way in which you can help? If you hear any member of your team use the wrong word outside of school, call his attention to the error in a polite way. Remember that you are playing a game, and each one must do everything he can to help his side win. Try to train your ears so that the wrong word will sound very unpleasant to you.

Home Work

Ask your parents to help by correcting you when you use the wrong word at home. Perhaps you can all try together to drive *ain't* out of the language, but do not correct any one who is not playing the game with you.

53. A LANGUAGE GAME

Colors

One child selects a color. The others try to guess what it is by asking questions. If the color *blue* were chosen, for instance, the following questions and answers might be used:

I am thinking of a color.
Is it the color of Mary's dress?
No, it isn't red.
Is it the color of the crayon?
No, it isn't white.
Is it the color of the sky?

This is the right color, and instead of answering, the child who selected the color claps his hands. The one who guessed the color now chooses another, and the game goes on.

Play the game rapidly. Any children who use the word you are fighting against must pay a forfeit at the end of the game. Repeating five *isn't* sentences given by the class makes a good forfeit.

For your next lesson you will need a sheet of paper, a ruler, a lead pencil, and a pair of scissors if possible. Be sure that these things are ready.

54. FOLLOWING DIRECTIONS

We study language not only to use better language ourselves, but to understand more easily the language used by other people. In this lesson you will have practice in following simple directions. You will be told to do certain things. They are very simple, and you will have no trouble *if you think before you act.*

Suppose this were the direction: Touch the right edge of your desk. If you act without thinking, you may, in your haste, touch the wrong edge, but if you

take the following steps in their order, you will have no trouble:

1. Think what the direction means.
2. Have in your mind a clear picture of what you are to do.
3. Act.

Your teacher will read ten simple directions. Do not act until you are certain that you will do the right thing. Possibly a signal to act may be given when you have thought for a moment.

Read the following directions and carry them out when you have *thought* and *seen in your mind* just what you are to do. Do not wait until you finish reading a direction before beginning to make a picture of what you are to do. In the first direction, as soon as you read, "Make a dot on the upper edge of your paper," *think* the upper edge. *See it in your mind.* Then when you finish reading the direction, you will know just where to put the dot.

1. Make a dot on the upper edge of your paper five inches from the left corner.
2. Make a dot on the left edge five inches from the upper corner.
3. Make a dot five inches below the dot on the upper edge.
4. See if the last dot you made is five inches from the dot on the left edge.
5. Draw a light line from the dot on the upper edge to the dot you made last.

6. Draw a line from the dot on the left edge to meet the first line you drew.

7. Cut out on the lines you have drawn. If you have no scissors, fold and tear.

What shape is the paper you have cut? If you made a mistake, go back to the first direction and find out where you went wrong. You will find that somewhere you did not first have in your mind a correct picture of what you were to do.

55. A LANGUAGE GAME

Following Directions

In this game you are to give directions to the other pupils.

Stand in line around the room. The first child gives a direction to the second child. "Touch your left shoulder with your right hand," for instance. The second child acts promptly, *after thinking quickly*, and immediately gives a direction to the third child, and so on.

The entire class watches, and hands are raised at once if a mistake is made. The one making the mistake drops out of the game, and the next pupil performs the act. The point of the game is to send all the pupils except one to their seats. This one pupil wins the game.

This game is good fun if it is played quickly and everybody tries hard not to get caught. Think of

plenty of directions, so that there will be no delay. Remember that the feet as well as the hands can act.

56. DICTATION LESSON

Study the following note as you would for a copying lesson. Copy it if you wish to do so, but in any case *make sure of it.* In your next language period you will write it from dictation.

Dear Bob,

Last Wednesday we played a game at school. A girl told me to bend my right knee. What do you think I did? I raised my left knee almost to my chin. That sent me to my seat.

Your friend Will

Give special attention to the spelling of *Wednesday, right knee, almost, friend, raised.*

57. A STORY TO LEARN

You have often told original stories. Today you will begin to learn short stories told by other people. Read the following story carefully:

The Boy and the Nuts

A boy put his hand into a jar of nuts. He grasped so many that he could not get his hand out. This frightened him, and he burst into tears. "Drop half the nuts and your hand will come out," said a man who was standing near by. The boy took this advice and had no further trouble.

Learn this story so that you can tell it. It will not matter if you change a word here and there, but make no important changes. The nearer you keep to the model the better. Notice these expressions: *into the jar, grasped so many, burst into tears, drop half the nuts, took his advice.*

Several children may tell the story, and the rest may decide if it was told naturally and well. Each pupil is to be ready to tell this story at any time. Tell it to some one at home.

Be sure to keep up your language drive.

58. STUDY OF A POEM

Hiawatha's Childhood

Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in summer,
Where they hid themselves in winter,
Talked with them whene'er he met them,
Called them "Hiawatha's Chickens."

Of all beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns,
How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them "Hiawatha's Brothers."

Did you get acquainted with Hiawatha in the lower grades? Listen carefully while your teacher reads to you the two stanzas about his childhood.

Did Hiawatha learn about animals and birds from books? What did he learn by using his eyes? What did he learn by using his ears? What did he call the birds? What did he call the other animals?

What things in your neighborhood might you learn about by using your eyes or your ears? Talk it over in class with your teacher. In stating an opinion, do not give simply one sentence. Tell in a few short sentences all that you have to say about a certain thing.

In a week, each of you may be ready to tell some new thing you learned by using your eyes or your ears. Keep your secret until the time comes to tell it in class.

59. WRITING A CLASS STORY

Which of "Hiawatha's Brothers" live in your neighborhood? Choose the one about which the class knows most, and talk over some of its interesting habits. If you live where it is cold, you might tell how the little "brother" takes care of himself when the ground is covered with snow. If you live in a warmer part of the country, tell an interesting story about one of the animal's habits.

Different children may give beginning sentences. Choose a good one for the blackboard. Finish the

story sentence by sentence, and then read it. Try to improve it.

Are you remembering to tell things in your stories in short, clear sentences? Remember also to tell facts in their right order and not to begin too many sentences with the same word.

Copy the story for seat work. Be sure to tell your teacher if you cannot see it plainly from where you sit.

60. DAILY DRILL EXERCISE

CORRECT USE OF *Teach* AND *Learn*

Read the note on page 61, and notice how the word *teaching* is used. Who was *teaching?* Who was *learning?* Could Emily's mother learn for her? Would your father *teach* you to swim or *learn* you to swim?

Use *teach*, *teaching*, *learn*, or *learned* wherever there is a blank space in the following sentences:

1. Birds —— their young to fly.
2. The baby birds —— easily.
3. Will you please —— me to paint?
4. I will try to —— quickly.
5. Who will —— me to make a kite?
6. Mother is —— me to sew.
7. Uncle Ned is —— me to swim.
8. When I have ——, I will —— you.
9. Does the hen —— her chickens to scratch?

Each child may give one sentence containing *teach* and one containing *learn*.

Use these sentences in your daily drills for a few days, but do not give up the drive. Read the sentences on page 46 *once* each day. Turn to them quickly, so that no time will be lost.

61. CONVERSATION LESSON

Birds in Winter

Look at the pictures. Which kind of winter do you have where you live? Where might you go to find the other kind?

Why are the children in the second picture not feeding the birds? What are they doing for their little friends?

Play that you are one of the birds in the first picture, and tell about your feast. The birds on the arbor are picking at lumps of suet hung up for them.

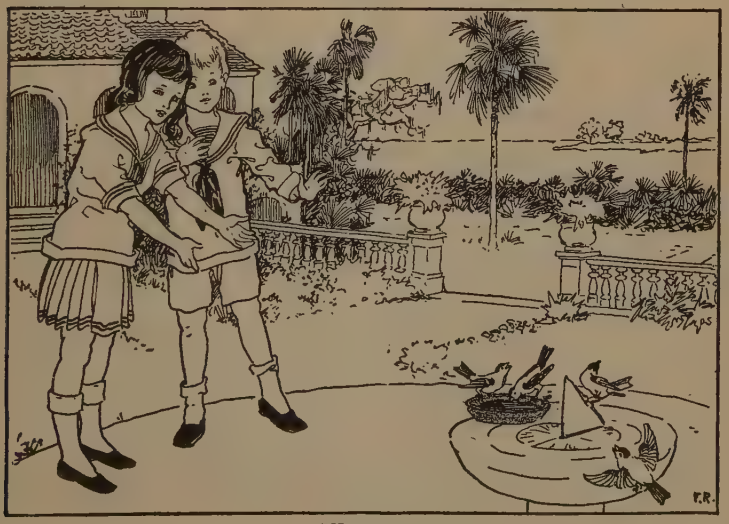
62. CONVERSATION LESSON — BIRD FRIENDS

The Spaniards and the Birds

Long ago when Christopher Columbus was sailing among some islands far to the south, large flocks of birds flew about his ships. They seemed glad to see the strangers, and were very friendly. The Spaniards raised their bows, and the arrows went singing through the air. Many of the birds dropped into the sea, and the rest flew away. From that time on, the birds were afraid of men.

The Indians who lived in the islands loved the birds just as Hiawatha did. They never forgave the Spaniards for robbing them of the birds' friendship.

WINTER



WINTER

What things do children sometimes do that frighten and even kill birds? What useful things do birds do for us? Tell in a few clear sentences what you can do to show your friendship for the birds. Perhaps some one will think of some plan that you can all help carry out.

Before your next lesson, learn this stanza of poetry:

He prayeth best, who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.

63. DICTATION LESSON

Today you will have a dictation lesson which you have never seen.

64. WRITING NOTES

Do you remember that many weeks ago you invited some one to hear you tell stories? Tomorrow you are to tell your secrets — the things you have learned by using your eyes and your ears, or both. Would it not be pleasant to invite the same person again, and show how much you have improved?

Talk over in class the things you would like to say in your note. When you have decided what the note shall contain, each of you may write one. Turn back to page 48 to see how the note should be arranged.

Your teacher will select one of the best invitations, to be sent by messenger.

65. TELLING SECRETS

Today you will tell your secrets. Tell the story in short, clear sentences, and be sure to put things in their right order.

Here are two stories to start off with :

Every day some English sparrows come to our back yard. I wondered where they go at night. Father said I could find their hotel if I watched. Where do you think it was? They went into two big evergreen trees in the park.

I began to use my eyes about a week ago. The first thing I spied was a lot of buds on a horse-chestnut tree. I opened one bud and it was full of fuzzy little leaves. Perhaps they were the children of the leaves that dropped off.

When the stories have all been told, ask your visitor if you have improved.

66. DAILY DRILL EXERCISE

PRONOUNCING WORDS CORRECTLY

You have had all the following words in your drills. Review them today, and if there are any which still trouble a member of the class, make a list of them and use them for a few days in your drills.

catch	stopped	which	whisper
get	burst	white	doing
ate	for	what	running
just	from	when	making

can	because	why	going
often	toward	wheel	having
was	off	where	singing
asked	while	whip	ringing

There are probably other words which some of you mispronounce. Draw a ladder on the blackboard, and whenever a common word is mispronounced, write it on the ladder. Practice running up and down the ladder.

67. FABLES TO LEARN

The Goose and the Golden Eggs

A man once had a goose that laid golden eggs. He thought she must be full of gold; so he killed her. He found too late that she was exactly like other geese. In trying to get rich quickly, he lost the little he had.

The Thirsty Crow

A thirsty crow once found a pitcher containing a little water. He tried to drink, but his beak was not long enough. Then he tried to upset the pitcher. This he was not strong enough to do. Noticing some pebbles near by, he dropped them one by one into the pitcher. The water rose to the top, and the crow drank his fill.

Read the fables. A fable is a short story, usually about animals, that teaches a lesson. What lesson does the first fable teach? What does the second fable teach?

Spell *too* as in *too late.* Spell *once.* Use each of the following expressions in a sentence of your own: *found too late, exactly alike, once came, noticing some pebbles, into the pitcher.*

Pronounce *pitcher* very distinctly. Now pronounce *picture.* Use *picture* in a sentence.

Each of you may choose one of the fables to learn by heart. Read it over several times. Make no important change in the language. Learning these little stories by heart will often help you to use better words and groups of words. Besides this, these fables are very old, and you will always be glad to know them.

68. STUDY OF A POEM

Sympathy

A plump little girl and a thin little bird
  Were out in the meadow together.
"How cold that poor little bird must be
Without any clothes like mine," said she,
  "Although it is sunshiny weather."

"A nice little girl is that," piped he,
  "But, oh, how cold she must be! For see,
  She hasn't a single feather."
So each shivered to think of the other poor thing,
  Although it was sunshiny weather.

MARY MAPES DODGE

Listen carefully while your teacher reads the poem to you. Do you see the picture?

Sympathy is another name for the feeling of pity that the girl and the bird had for each other.

What word in the first line tells how the little girl looked? What word tells how the bird looked? What did the girl say?

What word in the second stanza shows how the bird spoke? What did he say? Which line shows that the girl and the bird felt sorry for each other? Did either of them need pity? Why did they pity each other?

Read the poem. Remember how the girl and the bird felt when you read what they say. What do you like about the poem?

Will some girl volunteer to bring a doll for the next lesson? Keep it wrapped up until it is needed.

69. DESCRIBING CLEARLY

Are you still using your eyes and your ears? Spring is coming, and then wonderful things will happen. Watch closely so that you will see the birds when they come, and keep your ears open so that you will hear them sing. Watch the buds on the trees, and keep a sharp lookout for the early spring flowers. Whenever you have a secret to tell, your teacher will give you time to tell it either in class or during the opening exercises.

In order that you may be ready to describe the birds and the flowers when you see them, you will now have

practice in describing things. Here is the way a little girl described her favorite toy:

The toy I love best is my own dear rooster. He is made of red flannel and has shiny black buttons for eyes. He is as fat as butter. His legs are stiff, but he can stand on them. When I set him on the table, he looks as if he wanted to crow.

Do you see the rooster plainly? If you do, the word picture is a good one.

Which of the following word pictures helps you the more to see the doll? Why?

My doll Sunbeam is beautiful. She has a lovely cloak and the prettiest hat you ever saw.

My doll Sunbeam has blue eyes and red cheeks. She wears a red velvet cloak trimmed with white fur. Her big red hat looks lovely on her yellow curls.

Today you may all help describe the doll that one of you brought to school. The story may be written on the blackboard. Do not be satisfied until you have made such a good word picture that when you tell your mother about it tonight, she will see the doll as clearly as you saw it with your eyes.

For your next lesson, each of you may describe some toy that you have. If possible, bring the toy to school. Do not let any one see it until you have described it.

70. DESCRIBING TOYS

Today you will describe your toys. Remember to talk in short, clear sentences; to let your voice help in every possible way; to tell things in a good order; and to avoid beginning too many sentences with the same word.

When you have finished, unwrap your toy, and the class will tell you if you made a good word picture of it.

71. TELLING STORIES FROM A PICTURE

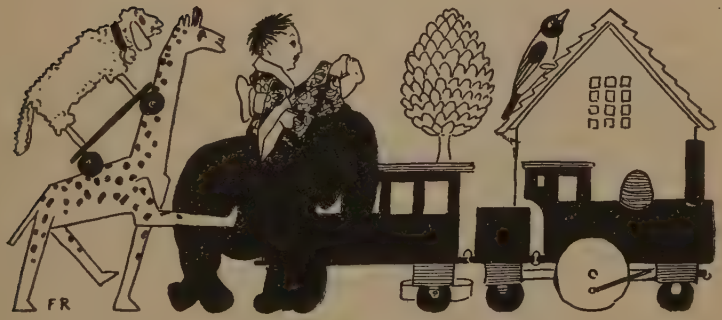
You may each describe one of the toys in the picture, or tell one of the little stories the artist put into it. You might tell about the frolic of the dolls, or the good time the bear is having reading about his brothers and sisters. Other good stories might be told about the Japanese doll riding on the elephant, or of the sheep riding on the — what?

Make your stories short, but put into them the fun that the artist put into the pictures.

72. WRITING RIDDLES

In your next study period, you may play that you are one of Hiawatha's "Chickens" or one of his "Brothers." Make a riddle in which you describe yourself. Have it ready to read to the class in your next lesson.

Make the riddle short. Be sure to use short, clear sentences.



73. GUESSING THE RIDDLES

As each riddle is read, the class may guess the answer. Your teacher will then take the riddles, and in a day or two she will give them back to you to be corrected. If they can be improved in any way, write them again.

Should you like to make a little book by fastening the riddles together? This will make a good book to leave

for next year's class or to lend to some other grade. Some of you will probably be glad to take it home to show to your parents.

74. A LANGUAGE GAME

HAVE YOU SEEN MY LAMB?

A corner of the room is chosen for the sheepfold, and a pupil is selected to be the sheep. The sheep says to any child, Frank, for instance, "Frank, have you seen my lamb?" Frank answers, "How does your lamb look?"

The sheep then describes her lamb. She must be careful not to look at the child being described. She might say something like this:

"My lamb has blue eyes and dark hair. She wears a blue dress trimmed with white. Her sailor collar is white. She has on a plaid tie."

Frank then names the child described, and this child immediately runs to the fold. If she reaches the fold without being tagged by Frank, the game begins again. If tagged, the lamb becomes "it" and takes the place of the sheep.

75. SPELLING REVIEW

Did you ever think that every spelling lesson is a language lesson? Why? You have probably had the following words in your spelling lessons, but they are so

often misspelled, that it will do no harm to review them once more. You have had most of them in your dictation lessons.

Give oral sentences for the groups of words like "write a letter."

Review the names of the days of the week on page 53, and also the words on page 41.

built	burst	write a letter
every	loving	dear friend
guess	picture	know my lesson
instead	please	all right
writing	stopped	the right hand
almost	stories	buy a pencil
asked	toward	a blue dress
because	does	a piece of cake
done	many	last week
sugar	beginning	their work

76. DICTIONARY LESSON

When you are a little older, you will often need to use the dictionary when you wish to write a word you cannot spell. You may now begin to get ready for this important practice.

Do you know the alphabet? If you do not, make sure of it; that is the first step.

Write the words in the columns of the last lesson on small slips of paper and then arrange them in this way: Put all the words beginning with the letter *a* together, then all those beginning with *b*, and so on

through the alphabet. When you have arranged the words on your desk in this order, copy them if there is time.

SEAT WORK

Every day for a week you may copy from your spellers twenty-five words and arrange them as you did today.

77. CONVERSATION LESSON

POLITENESS

Turn back to page 57. What did Nell do half the day? How did this make her mother feel? Was Nell polite to her mother? There are many ways of being impolite besides the way in which Nell acted. Read the following rhyme:

> Hearts, like doors, will ope' with ease
> To very, very little keys;
> And don't forget that two are these:
> "I thank you, sir," and "If you please."

The little politeness keys are very important. If your mother does something for you, you say, "Thank you, Mother." What do you say when your father does something for you? What do you say to your sister when she finds your book for you?

If you wished to thank some man whose name you did not know, you would say, "Thank you, sir." To a strange lady you would say, "Thank you, madam."

Here are some very common little politeness keys: *Excuse me*, *If you please*, *You are welcome*, *With pleasure*, *Thank you*, *Certainly*. When talking to an older person, be sure also to use the words *Mother*, *Father*, or the name of the person to whom you are speaking.

What should you say if you were to pass in front of a person because there was not room enough to pass behind him? if your mother asked you if you wished another piece of cake? if she asked if you wished something of which you had had enough? if your sister thanked you for lending her a toy? if your father brought you a new book? if you accidentally ran into your brother? if a friend asked you for help of some kind?

78. CONVERSATION LESSON

Helping at School

Do not reply to the following questions with a single sentence. Think, and give reasons for your opinion.

In what ways is a school like a family? Whom do you obey at home and at school? What chances to help do you have on the playground? In what ways can you help others in the classroom?

What things do children sometimes do at school that are unfair to other children? Does politeness matter at school? How?

Should you like to do something all together for

your school? Making a collection of pictures to use in language work would be a great help. If you have at home magazines that are not to be saved, cut out a picture that tells a good story. Perhaps some of you can bring several to make up for those who have none to bring.

Pictures that show how people live in different parts of the world are good. Some of you may have picture post cards from far-away lands. If these pictures are kept in a large envelope, they will be very useful. When you have once started a collection, you will be interested in adding to it.

In a few days you will have a lesson on these pictures.

79. DAILY DRILL EXERCISE

CORRECT USE OF *Saw* AND *Seen*

Imagine that while playing on the seashore you find a box washed up by the waves. What do you see when you open the box? Think of something very wonderful from a far-off land. Try to make your classmates open their eyes wide with astonishment.

Each child may tell what was in the box. Begin your sentence with the words, "In the box I saw ——."

Read the following sentences rapidly:

1. Who saw the sun rise?
2. I saw a squirrel gathering nuts.
3. We saw a runaway yesterday.

4. Columbus saw a light on the shore.
5. At the circus I saw a camel.
6. The Eskimo saw a white bear.
7. Cinderella saw her fairy godmother.
8. Mother once saw the President.

Did you use a helping word like *has* or *have* with *saw? Seen* is sometimes wrongly used for *saw*, but *seen always needs a helping word.*

Read these sentences:

1. Ned has seen a cuckoo clock.
2. Who has seen the wind?
3. I have seen all sorts of birds.
4. Have you seen my new cart?
5. My brother has seen a buffalo.
6. Father has seen a rattlesnake.

I saw	You saw	He saw	They saw
I have seen	You have seen	He has seen	They have seen

Use the *saw* and *seen* sentences and the groups of words in your three-minute drills for a few days. Read the *teach* and *learn* sentences on page 71 *once* each day also, unless your teacher feels that some other "correct use" sentences need the drill more.

80. LANGUAGE GAME

On the Road to London

Turn back to page 15 and see how you played "On the Road to London." Today you may play the game

again, but instead of meeting an animal, you may imagine that you saw a flower. You might say, for instance:

On the road to London I saw a violet. It grew in a shady place. I picked it for my mother.

Or

On the road to London I saw a buttercup. My sister held it under my chin. It told her that I like butter.

81. WRITING THE NAMES OF PLACES

Find the word *London* in the last lesson. With what kind of letter does it begin? This is because it is the name of a particular place.

Write the name of the city or town in which you live, in this way: Denver, Colorado. Can you think of a good reason for setting off *Denver* with a comma?

Write the names of five important places you know about, using the comma correctly.

How many rules for using capital letters have you already had? Write sentences on the blackboard using capitals in all these ways.

What other use of the comma have you learned? Show its use on the blackboard.

The names of places always begin with capital letters.

A comma should set off the name of a city from the name of the state when they are written together.

F.R.

82. TELLING STORIES FROM A PICTURE

Find the story in the giant picture. That is, *read the picture.* Tell the story as if you were the boy. You might begin by telling how you happened to be doing the work. Perhaps you heard the noise of the game in the woods, and hid behind a tree to see what was going on. It may be that the giants were tired of setting up the pins, and you had courage enough to offer to do it. Think of other beginnings, and choose the one you like best. Use only a sentence or two for this part of the story. How did the giants reward you at the end of the game?

Your teacher will write the story on the blackboard as you tell it. Read it over and see if it can be improved.

83. FABLES TO LEARN

The Dog in the Manger

A dog was lying in a manger when a sheep and a horse came to eat. The dog growled at the animals, and would not let them have a mouthful. By and by a hungry ox came to the manger. The dog growled even more savagely than before. "You are a selfish dog," said the ox. "You cannot eat the hay yourself, and you will not allow me to do so."

The Donkey in the Lion's Skin

A donkey once dressed in the skin of a lion, and tried to frighten the other animals. When he saw a fox approach-

ing, he brayed at the top of his voice. The fox laughed and said, "You look like a lion, but you bray like a donkey. Who's afraid of a lion that cannot roar?"

What do you think the first fable teaches? What does the second teach?

You may learn one of these fables by heart, or you may learn any other short fable that you can find. If you have a public library, ask the librarian to help you find a good book of fables. "Fables and Folk Stories," by Horace E. Scudder, contains a number of short fables.

When you recite these fables, review also the others you have learned. Be ready to recite them whenever called on to do so.

84. DICTIONARY LESSON

Copy thirty words from your spellers, and arrange them in the order of the letters.

As seat work each day for a week, copy twenty words from your spellers and arrange them in order.

85. WRITING STORIES FROM PICTURES

Today each of you may take one of the pictures from your collection, and write a short story about it. One good way to keep your story short is to be very careful not to say anything that could be left out without spoiling the story. Use short, clear sentences, tell things in their right order, and be sure to spell the words correctly.

When you have finished, go over the story to make sure that you have made no mistakes.

86. CRITICIZING THE PICTURE STORIES

Today you will exchange pictures and stories. Read carefully the one that comes to you, and answer to yourself the following questions about it:

Does it tell the story told in the picture?

Is the story interesting?

Is it told in clear sentences?

Does each sentence begin with a capital?

Is the correct mark used at the end of each sentence?

Are the words spelled correctly?

Make an *x* in the margin beside any line having a mistake. The stories and pictures will then be given back to those who wrote them.

In your next study period write the stories over again and make them perfect. They will then be fastened together into a book. In what ways can the book be used?

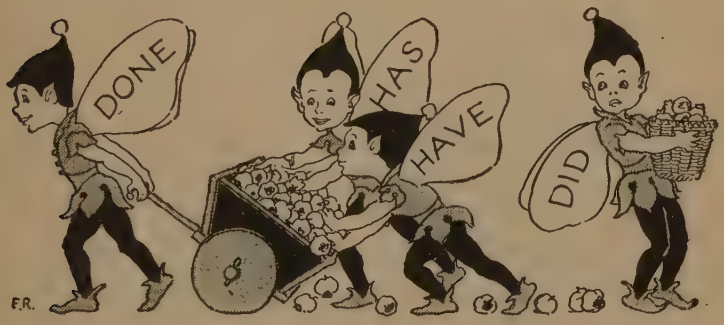
87. DAILY DRILL EXERCISE

THE SECOND LANGUAGE DRIVE — *Did* AND *Done*

In the last drive you worked to get rid of a word which should never be used. Have you succeeded in driving it from your own speech?

Today will begin a drive to use *did* and *done* correctly.

Both are very useful words, but they are often wrongly used.



Do you remember the story of George Washington and the cherry tree? When his father asked who had cut the tree, George said, "I did it with my little hatchet." That is the proper way to use *did*.

Read the following sentences:

1. Who did the work?
2. Frank did it yesterday.
3. George Washington did it with his hatchet.
4. The children all did their best.
5. Who broke the glass? I did it.
6. I did it with my ball.
7. Who sharpened my pencils?
8. I did. I did it with my knife.
9. The boys did their work well.
10. The girls did theirs well, too.
11. Who did the most work?
12. Mary did an errand for her mother.

Was any helping word like *has* or *have* used with *did?* Look at the picture. What words are helping *done? Done never works alone. Done* is used correctly in these sentences:

1. I have done two examples.
2. Ned has not done his work.
3. What had you done with my knife?
4. The rain had done the flowers good.
5. Has the wind done much damage?
6. I have done my best.

I did	You did	She did	They did
I have done	You have done	She has done	They have done

Use the sentences and groups of words in your three-minute drills for a few days. Then carry on the drive as you did before, or plan some other way. *But carry it on!*

In your next language lesson you will play a game. Read the directions before you come to class, and see if you can play it with little or no help from your teacher, except that she will appoint a leader.

88. A LANGUAGE GAME

Who Did It?

A leader is appointed, and the leader selects a scout, who closes his eyes. The leader points to a child, and that child immediately claps softly.

The scout opens his eyes, and the leader says,

"Somebody clapped. Who did it?" The scout replies, "I think —— did it." If this is a good guess, the child named says, "Yes, I did it," and changes places with the scout. The game then begins again.

If a wrong guess was made, the child named shakes his head but says nothing. The leader then asks the same question again. If the scout does not guess with three trials, a new scout is appointed. Play the game rapidly, and change the leader after a while.

Any one who uses the word *done* instead of *did* pays a forfeit at the close of the game. What will make a good forfeit?

89. COPYING LESSON

Read the following sentences, using either *did* or *done* wherever there is a blank. Then copy two sentences that need *did* and two that need *done*. Write a question containing *did*.

1. The children have —— their work well.
2. One boy —— his work too fast.
3. I have —— my best.
4. I have —— all my examples.
5. I —— them last night.
6. Our puppy —— a lot of mischief.
7. We —— nothing to frighten the birds.
8. Fido has —— all his tricks.

For your next lesson you will need a piece of paper six inches square, a ruler, a lead pencil, a pair of scissors, and a pin. Be sure to have the things ready.

90. MAKING PINWHEELS

Today you will make pinwheels by following directions. Read the first direction, get a clear picture in your mind of what you are to do, and act when you are sure that you are ready. Then read the second direction, think in the same way, and so on. Try to make the pinwheel without a mistake.

1. Draw a light line from the upper right corner of your paper to the lower left corner.

2. Draw a light line from the upper left corner to the lower right corner.

3. Point to the center of your paper.

4. Make a light dot on each line one half inch from the center. There will be four of these dots.

5. Beginning at any corner, cut or tear on the line as far as the dot.

6. Do the same thing, beginning at each of the other corners. You will now have eight points, two at each corner.

7. Bend any one of the points toward the center of the paper, but do not crease it. Hold the point between the thumb and the first finger of your left hand.

8. Bend over in the same way the next point but one, and so on until you have bent over four points.

9. Stick the pin through these four points and then through the center of the paper.

10. Press the pin firmly into the end of your lead pencil or into the end of a short stick.

If you have followed the directions without making a mistake, you will have a good pinwheel. If you made a mistake, go back to the beginning and see where you tripped.

Perhaps the teacher will allow those who made no mistake to run once around the room to show how their pinwheels work.

91. WHAT LANGUAGE HAS TO DO WITH NUMBER WORK

When you are trying to follow directions, do you act the moment you hear the directions? What do you do first?

The power to see things in your mind will help you in all your school work. You have language lessons partly to get this power. Think how it helps in number work.

Suppose you have this problem:

In my garden are four rows of lettuce plants, with six plants in each row. How many plants are there in all?

The moment you read the problem you should see in your mind a picture of the garden. What things does the problem tell you about the garden? If you see the picture clearly, draw it on the blackboard.

How many plants have you drawn in each row? How many rows have you? What question does the problem ask? How many six's of plants have you? How many plants have you?

Some problems are so easy that you may not need to draw the picture that you see in your mind, but draw it if it helps you.

This lesson is put in here to show you that a number problem is also a language problem. In all your number work, let the words of the problem make pictures in your mind. You will then have little trouble.

92. WHAT LANGUAGE HAS TO DO WITH OTHER SUBJECTS

Why are your reading lessons language lessons as well? Talk it over with your teacher.

What have language lessons to do with each of your other lessons?

In what lessons should you use what you learn in your language lessons?

93. TELLING STORIES FROM PICTURES

Today you will again tell stories from the pictures in your collection. Choose a picture in which you find a good story to tell. What things will you think of in planning your story?

In your next study period you may write the story you told today. If your picture is small enough, paste it at the top of your paper. Do your very best, so that the stories will be good enough to be fastened together to keep. Do you think that next year's class would be interested in seeing the stories you wrote? Ask them.

94. DAILY DRILL EXERCISE

Correct Use of *Run* and *Ran*

Some children use the word *run* when they should use *ran*. Both words are used correctly in these sentences:

1. I ran all the way to school.
2. I have run all the way to school.

Is any helping word used with *run* in the second sentence? Is a helping word used with *ran* in the first sentence? *Run* sometimes needs a helping word, and sometimes it does not. *Ran never needs a helping word.*

1. The firemen ran up the street.
2. Who ran faster, Ned or Frank?
3. The fox ran to his den.
4. Little Bo Peep's sheep ran away.
5. My little brother ran down town.
6. I ran after him and caught him.
7. The hare and the tortoise ran a race.

I ran	You ran	He ran	They ran
I have run	You have run	He has run	They have run

Use the above sentences and groups of words in your three-minute drills for a few days. Read also *once* each day the *saw* and *seen* sentences on pages 86 and 87, unless your teacher gives the time to correcting some other error made in your class.

95. STORY OF A POEM

The Raindrops' Ride

Some little drops of water,
  Whose home was in the sea,
To go upon a journey
  Once happened to agree.

A white cloud was their carriage;
  Their horse, a playful breeze;
And over town and country
  They rode along with ease.

But, oh! there were so many,
  At last the carriage broke,
And to the ground came tumbling
  Those frightened little folk.

Among the grass and flowers
  They then were forced to roam,
Until a brooklet found them
  And carried them all home.

Listen while your teacher reads the poem to you. Where did the raindrops decide to go? How did they travel? What accident happened to them? How did they get back to their home in the sea?

What do these words mean: *roam, brooklet, forced?*

Tell the entire story in a few clear sentences. Use these groups of words: *happened to agree, playful breeze, rode with ease, forced to roam.*

Is it pleasant to think of the clouds as a carriage for the raindrops?

You may learn either this poem or some other good one. Your teacher will tell you when to be ready to recite it. If you read the poem over and over again, and try to see the pictures, you will learn it very easily.

96. WRITING A STORY

In your next study period you may imagine that you are one of the raindrops of the poem. Write a short story telling how the sun fairies found you in the sea and carried you up to the cloud carriage.

Or, you may be a raindrop that was not found by the brooklet. What happened to you? Think of all the useful and pleasant things raindrops do in the world, and choose one.

Do your very best in this story. Don't forget to *think!* Should you like to take home the story to show to your parents?

97. COPYING AND DICTATION

Copy the following letter after studying it carefully. Notice the mark after *Hurrah.* The boy who wrote this note had noticed that this mark was used in books after words like *Hurrah.* It is used to show strong feeling. The writer used it to show how happy he was at the thought of going home with his cousin. When you read the note to yourself, think how you would say *Hurrah!*

Think of the reason for every capital letter and every mark. *Can't* is a short form for *cannot.*

Dear Steve,

Cousin Jack has come to visit us. He lives in Austin, Texas. Can't you come over on Saturday? Jack will stay until July and then I am going home with him. Hurrah!

Your true friend,
George

98. DICTATION LESSON

Today your teacher will dictate a lesson that you have never seen.

99. OUR COUNTRY

Look at the picture on page 120. What are the children doing? Probably you also do this every day.

The flag stands for our country. What do you mean when you promise to give your hand to your country? What do you mean when you promise to give your heart?

Is our country a large or a small place? Find out how many days it takes a fast train to cross it from east to west. Remember that the part of the country where you live, even though it may be a small town, is the place where you must keep your promises.

With your teacher's help try to answer this question: What are you doing for your country when you do your very best at home and at school?

On pages 117 and 118 you will find the words of "America." Learn perfectly at least two stanzas of this hymn, so that you can sing them without looking at the words.

100. DAILY DRILL EXERCISE

CORRECT USE OF *Come* AND *Came*

Children sometimes use *come* when they should use *came*. Read the following sentences and groups of words:

1. Father came home early.
2. Father has come home early.
3. The principal came to visit us.
4. The principal has come to visit us.
5. My aunt came from Chicago.
6. My aunt has come from Chicago.
7. The rain came from the clouds.
8. The rain has come from the clouds.
9. It came down in torrents.
10. Who came into the yard?
11. Who has come into the yard?

I came	You came	She came	They came
I have come	You have come	She has come	They have come

If this mistake is made in your class, use for a few days the sentences and the groups of words in your three-minute drills. If you do not need the drill, with the help of your teacher plan a drill on some word that you do not all use correctly. Read also *once* each day the sentences on page 62.

101. COPYING LESSON

Copy these sentences, using either *come* or *came* wherever there is a blank:

1. The spring fairies have ——.
2. They —— from the South.
3. The snowdrops —— with them.
4. What birds —— with them?
5. Last Saturday the bluebirds ——.
6. What other birds have ——?

102. TELLING SECRETS

Have you been reporting whenever you saw something interesting happen out-of-doors? Today you may tell secrets. If anything is not told clearly, be sure to ask questions.

A few may write their secrets on the blackboard, and the others may then read them. Did the writers remember to write in short sentences? Did they use capitals and marks correctly? Did they tell the secrets in an interesting way?

103. STORIES TO LEARN

Why the Evergreens Keep Their Leaves in Winter

When the world was young, the Great Spirit commanded all the trees to keep awake for four days and four nights. The pine, spruce, and balsam were obedient, but the other trees went to sleep. The Great Spirit was very angry. "You have not been faithful," he said to the disobedient

trees. "Hereafter you shall lose your leaves every winter. But the pine and the spruce and the balsam shall be fresh and green forever."

Why the Owl Flies at Night

Long, long ago there was no fire on the earth. A brave little wren offered to get some from the sun. He soon returned with a firebrand, but his breast feathers were badly scorched. A grateful robin proposed that each bird give the wren a feather. This all except the owl agreed to do. Because he was so selfish, the other birds became his enemies. Since that time the owl has not dared to fly by daylight.

Read the first story. The Indians told this story to explain why the evergreens do not shed their leaves in winter. Who was the Great Spirit? Do you know any other evergreens besides the pine, the spruce, and the balsam?

Read the second story. This too is an Indian story. Why do you think the Indians told it?

Learn the story you like the better. Your teacher will tell you when to be ready to repeat it. Tell the story at home.

Dictionary Drill

As seat work for the next three days you may copy thirty words from your spellers and arrange them in the order of the letters.

104. STUDY OF A STORY

The King and the Bee

Once upon a time, when the king of a far-away country was walking in his garden, a bee brushed against his nose. Although the little creature did not sting, the king was very angry.

"Do you not know that I am the king?" he asked. "You shall die for being so rude."

"Oh, do not kill me, king," begged the frightened bee. "I did not mean to be rude. It was only by accident that I brushed against your royal nose. If you will spare my life, the time may come when I can repay you for your kindness."

These words pleased the king so well that he said, "Go, you shall not be harmed. Some day I may need you."

The bee bowed his head three times before the king and flew away.

A few days later, as the king was sitting upon his throne, a beautiful queen entered the great hall. Holding a wreath of flowers in each hand, she advanced to the throne.

"Great and mighty king," she said, "I have heard that you are the wisest king on earth. Will you prove it by telling me which of these wreaths is made of wax? Only one is made of natural flowers."

The king looked earnestly at the wreaths. They were so exactly alike that he was puzzled. As he was trying to decide, a faint buzzing sound drew his attention to a window. There was the faithful little bee trying to get in!

"Open the window," commanded the king, pointing toward it with his scepter.

A servant immediately opened the window, and in flew

the bee. It went straight to the queen and settled upon the wreath in her left hand.

"The bee has answered for me," exclaimed the king. "The wreath in your right hand is made of wax."

"You are indeed the wisest man on earth," said the queen, bowing low before the throne. And when she had left the room, the king said to the bee, "Thanks, thanks, my little friend."

Then the lords and ladies clapped their hands, while the bee buzzed for joy.

Studying the Story

Read the story. Where did the first scene take place? Tell in a few clear sentences what happened in the garden.

Where did the second scene take place? Tell what happened to puzzle the king. Tell how the bee helped the king. Tell the end of the story.

Show how the bee brushed against the king's nose. Speak to the bee in an angry voice as the king did. Show how the frightened bee answered the king. Bow as the bee did before flying away.

Plan the second scene carefully. What can you use for a scepter? What shall you use for wreaths?

How many lords and ladies will you have? Where shall they stand?

You need not learn the words of the book, but it will be a good plan to use these groups of words: *do you not know, only by accident, your royal nose, great and mighty king, my little friend.*

105. PLAYING THE STORY

When the story has been played, tell what was well done. What might be improved? Another set of children may then be the actors. Which set talked and acted the more naturally?

106. SPELLING REVIEW

Review also the names of the days of the week on page 53, and the lists on pages 41 and 83. Ask your teacher if you may write a note to the children of another grade, inviting them to have a spelling match with you.

again	goes	an hour ago
such	early	knew the rules
gone	raise	would have gone
easy	said	blew a bubble
forty	sure	led the march
some	much	rode a horse
says	father	been trying
any	very	our names
lose	can't	made of wood
color	country	a rough road

107. TELLING A CLASS STORY

Today you may tell a class story about this picture. Talk it over and decide whether you will tell the story as if you were one of the children or as if you saw them play. When the story has been written on the blackboard, try to improve it.

F.R.

108. WRITING STORIES

Did you ever dress up in "grown-up" clothes? What did you play? Write a short story telling about fun you have had in this way.

Turn back to page 92 and answer the questions you find there in Lesson 86. Omit the first.

109. CORRECTING THE STORIES

Today you may go over the stories you wrote, and see if you can improve them in any way; or, if your teacher thinks best, you may exchange papers. Of course you understand that if you do not find your own mistakes, there is not much use in your trying to help other children.

110. DAILY DRILL EXERCISE

CORRECT USE OF *Went* AND *Gone*

Sometimes children use the word *went* for *gone*. Both words are used correctly in the following sentences:

1. Mary went to the picnic.
2. Mary has gone to the picnic.
3. Who went with her?
4. Who has gone with her?
5. Red Riding Hood went to her grandmother's.
6. Red Riding Hood has gone to her grandmother's.
7. The children went home.
8. The children have gone home.
9. Have the birds gone to sleep?
10. Has your sister gone to New York?

Does *went* need a helping word like *has* or *have?* What helping words are used with *gone?*

I went	You went	She went	They went
I have gone	You have gone	She has gone	They have gone

If this is one of the mistakes made in your class, use for a few days the sentences and groups of words in your three-minute drills. Read also *once* each day the *come* and *came* sentences on page 103.

111. STUDY OF A POEM

Springtime

"Oh, the spring has come," chirped the dear little birds,
As they opened their drowsy eyes,
And shook the fans in their pretty tails,
And turned up their heads to the skies.

"The spring has come," said each little flower,
As she stirred in her damp brown bed.
First Snowdrop peeped in her neat white cap,
Then modestly hung her head.

"Oh, there is a bee!" cried Miss Clover so red;
"He's buzzing because I'm not up."
So she sprang into sight with her sweet honey jars,
And asked Mr. Bee in to sup.

A busy time is this fresh, bright spring,
For birds and for bees and for flowers;
There's work for each in its own little world,
And joy just the same as in ours.

MARY GORDON

Listen while your teacher reads the poem. Notice how her voice helps bring out the meaning of the words.

How did the birds welcome the spring? Which flower first brought a welcome? Do you know how the snowdrop came to be the first spring flower?

Notice the mark after *bee* in the first line of the third stanza. What does it tell you?

Read the poem. Try to use your voice in the way your teacher used hers. Then tell, in a few short sentences, the story of Miss Clover's party.

112. COPYING LESSON

Dear Mr. Bee,

Spring has come at last. My pantry is full of honey. Will you and Mrs. Bee please come to supper on Wednesday? I shall expect you at six o'clock.

Your friend,

Clover

Study the note carefully. Always turn back to page 26 unless you remember every step in studying a lesson before copying.

Mr. is a short form for the word *Mister*, and *Mrs.* is a short form for the word *Missis*. *Mister* and *Missis* are never written out in full. Never omit the period in writing these short forms. They are as important as the letters are.

Copy the note without making a mistake of any kind. Use your eyes and keep on your thinking caps all the time.

A period is used after the short forms *Mr.* and *Mrs.*

113. ANSWERING AN INVITATION

Discuss in class what Mr. Bee might reply if he and Mrs. Bee accepted Miss Clover's invitation. What good reasons might he give if they were unable to accept it?

Part of the class may write a note accepting the invitation, and the rest may write a note declining it. Arrange your note as Miss Clover arranged hers.

114. TELLING STORIES ABOUT BEES

Probably you all know what it means to be *as busy as a bee.* Tell all you know about the habits of bees. Those who have seen beehives and know how the busy little creatures live may tell the others about it. What do you know about the queen bee? the drones? the workers? How is the honey made and stored? Use the blackboard for making sketches whenever they would help.

115. WRITING A GOOD-BY LETTER

Today you may write a "Good-by" note to your teacher. You may tell her what you enjoyed most in the third grade, what you are planning to do during the vacation, the most interesting thing you learned by using your eyes or ears, or any other thing you are sure will interest her. Do not try to tell about all these things. Choose one.

Should you like to please your teacher very much?

Nothing will make her more happy than to see that you have learned to write an interesting note without making any mistakes.

116. SOME QUESTIONS TO ANSWER

And now you have finished your language lessons for the year. If you can answer each of the following questions with "Yes," you will do good language work in the next grade:

Can you tell an interesting story in short, clear sentences?

When you speak, does your voice help the listener?

Have you corrected some common mistake you used to make?

Have you learned some poems and stories so well that you will not forget them through the long vacation?

Can you spell the common words you need to write often?

Can you arrange your written work neatly on paper?

Can you copy without making a mistake?

Can you learn new things by using your eyes and your ears?

When you are having a jolly time during the vacation, will you say to yourself, "This will make a good story to tell next fall"? Or perhaps you will plan to report some interesting thing you learned by using your eyes.

Will you try to remember?

SUMMARY OF RULES LEARNED

Use of capitals:

Every sentence begins with a capital letter.

The names of persons are written with capitals.

The word *I* is always written with a capital.

The names of the days of the week are written with capitals.

The names of places are written with capitals.

Use of the period:

A period is used at the end of every telling sentence.

A period is used after an initial.

A period is used after the short forms *Mr.* and *Mrs.*

Use of the question mark:

The question mark is used after every question.

Use of the hyphen:

The hyphen is used at the end of a line when part of a word is written on the following line.

Use of the comma:

The comma is used in a note as shown below.

Dear Frank,

Please come over to my house this evening. There is fun on foot!

Your friend,

Jack Williams

A comma sets off the name of a city or town from the name of the state which follows it: Chicago, Illinois.

BOOKS FOR SUMMER READING

Here is a list of books for vacation reading. Your teacher will be glad to tell you the titles of others if you ask her to do so.

Adventures of a Brownie. *Craik.*
Donkey John of the Toy Valley. *Morley.*
Fables. *Æsop.*
Fable and Folk Stories. *Scudder.*
Fifty Famous Stories Retold. *Baldwin.*
History of Little Goody Two Shoes. *Goldsmith.*
History of the Robins. *Trimmer.*
Japanese Fairy Tales. *Williston.*
Jataka Tales. *Babbitt.*
Merry Animal Tales. *Bingham.*
Old Mother West Wind. *Burgess.*
Pig Brother and Other Stories. *Richards.*
Short Stories for Short People. *Aspinwall.*
Stories of Great Americans for Little Americans. *Eggleston.*
Story of a Donkey. *Segur.*
The Dutch Twins. *Perkins.*
The Sandman: His Ship Stories. *Hopkins.*

AMERICA

My country, 'tis of thee,
Sweet land of liberty;
  Of thee I sing;
Land where my fathers died,
Land of the Pilgrims' pride,
From every mountain side
  Let freedom ring.

My native country, — thee,
Land of the noble free, —
  Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
  Like that above.

Let music swell the breeze,
And ring from all the trees
  Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake!
Let rocks their silence break, —
  The sound prolong.

Our fathers' God, — to Thee,
Author of liberty,
  To Thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
  Great God, our King.

SAMUEL F. SMITH

INDEX

Abbreviations:
of titles of address, 112.

Books for summer reading, 116.

Capital letter, use of:
to begin a sentence, 26.
names of days of week, 52.
names of persons, 28.
names of places, 88.
for initials, 29.
Comma, use of:
in parts of letter, 48.
to set off name of city from state, 88.
Composition, Oral, steps in: choosing an interesting subject, 6; hints for the story-teller, 7; hints for the listener, 7; using short, clear sentences, study of model, 9; choosing one thing to tell about, study of models, 10; telling short original stories, 11; telling a team story, 12; telling stories from a picture, 19; dramatizing a story, 20; criticism, helping improve stories, 30; describing, making riddles, 38; finishing story begun in book, 50; telling facts in right order, 59; avoiding beginning many sentences with the same word, 60; reproduction of one-paragraph story, mainly in words of book, 68.
Composition, Written, steps in: study of model for correct placing of sentences on paper, margins, etc., 25; copying sentences, 26; correcting written sentences, 27; copying elliptical sentences, 31; copying a paragraph, 36; study of model for correct placing of paragraph on paper, indention, 37; study of arrangement of parts of a note from model, 48; composing and copying a team note, 48; writing a note from dictation, 52; writing an original note, 56; composing and copying a team story of one paragraph, 70; writing an original paragraph, 80.
Copying:
learning how to copy, 25.
See under Written Work.
Correct use of:
come and *came*, 103.
did and *done*, 92.
is and *are*, 32.
isn't, etc., for *ain't*, 61.
ran and *run*, 99.
saw and *seen*, 86.
teach and *learn*, 71.
was and *were*, 46.
went and *gone*, 110.

Dictation. *See under* Written Work.
Dictionary Lessons, 83, 84, 91, 105.
Dramatization:
Camel and the Goat, The, 43.
Giant and the Sheep, The, 20.
King and the Bee, The, 106.

Following Directions, 65, 66, 96.

Games:
Colors, 64.
Following Directions, 67.
Have You Seen My Lamb? 82.
On the Road to London, 15, 87.
Who Did It? 94.

Hyphen, use of:
in divided word, 37.

Initials, how written, 29.

Language:
relation to arithmetic, 97.
to other subjects, 98.
Letter Writing. *See under* Written Work.

Oral Work, types of:
Composition, original, 6, 11, 12, 19, 20, 29, 37, 47, 48, 50, 51, 60, 70, 75, 78, 80, 88, 90, 98, 104, 108, 113.

Oral Work — *Continued*
Conversation Lessons, 57, 58, 72, 84, 85, 102.
Describing things, 78, 80, 82.
Making riddles, 38.
See also Dramatization, Games, Poems, Stories.

Paragraph, how written, 34.
Period:
after abbreviations, 112.
initials, 29.
telling sentence, 26.
Poems:
America, 117.
Autumn, 39.
Autumn Leaves, 42.
Hiawatha's Childhood, 69.
Raindrops' Ride, The, 100.
Springtime, 111.
Sympathy, 77.
Which Loved Best, 57.
Who Loves the Trees Best? 30.
Projects:
Being a Santa Claus, 55, 56.
Making book for lower grade, 98.
Making book of riddles, 81.
Making class collection of pictures, 85.
Making picture book for hospital, 56.
Making a story book, 92.
Pronunciation drills, 13, 24, 40, 53, 75.
Punctuation. *See* Period, Comma, etc.

Question Mark, use of:
after questions, 26.

Sentence Study, steps in: study of models to distinguish short, clear sentences from long ones with many *and's*, 8; telling original stories in short, clear sentences, 11; game requiring use of three distinct sentences, 15; studying question sentences, 16; asking and answering questions, 19; studying related sentences, paragraph idea, 34; beginning sentences with different words, 60; interpreting sentences that give directions, 65; game for training to give a direction in a clear sentence, 67.
Spelling, 41, 53, 83, 108.
Stories to Study:
Boy and the Nuts, The, 68.
Camel and the Goat, The, 43.
Dog in the Manger, The, 90.
Donkey in the Lion's Skin, The, 90.
Giant and the Sheep, The, 20.
Goose and the Golden Eggs, The, 76.
King and the Bee, The, 106.
Spaniards and the Birds, The, 72.
Stop, Thief! 3.
Thirsty Crow, The, 76.
Why the Evergreens Keep Their Leaves in Winter, 104.

Word Study: in connection with study of poems and stories.
Written Work:
Composition and miscellaneous, 28, 52, 70, 80, 88, 91, 92, 98, 101, 104, 110.
Copying, 25, 27, 28, 31, 33, 35, 36, 38, 43, 52, 71, 95, 101, 102, 104.
Dictation, 52, 61, 68, 74, 101, 102.
Letter Writing, 56, 57, 63, 68, 74, 102, 108, 113.